ED 326 602 AA 001 208

Resources in Education (RIE). Volume 26, Number 5.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 326 617 CE 056 320

Learning from Experience. Project Work with Community Groups. A Report of the Communities in Crisis Programme. Occasional Papers Number 17.

Oxford Univ. (England). Ruskin Coll.; William Temple Foundation, Manchester (England).

PUB DATE- 89

NOTE- 80p.; For a related document, see CE 056 325.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; Case Studies; *Community Cooperation; *Community Programs; Community Resources; Employment Programs; Foreign Countries; *Group Activities; Group Dynamics; Group Experience; *Unemployment

IDENTIFIERS- *United Kingdom

This publication reports on Communities in Crisis, a resource and adult education program designed to encourage local community leaders and volunteers to reflect critically upon their experiences and exchange ideas across different towns, cities, and regions in the United Kingdom. Part 1 describes the program and its three aims: sharing experiences, helping with project work, and building knowledge. Part 2 contains edited extracts from 15 project reports prepared by participants between 1983 and 1987. They are presented under three headings, each of which has represented a recurring focus for the preparation of project work in the programs. "Identifying needs and evaluating policies" refers to projects that involved participants in small-scale research investigations and data collection. "Case studies" features projects that focused on descriptions of organizational development and pressure group campaigns. "Reflection on personal experience" refers to projects in which participants use, value, and critically review their experiences of community work. Part 3 is a review of participants' gains; the practical use that has been made of the projects; and guidelines for the organization and planning of project work with community groups. Appendixes include a summary of research to evaluate motivation, study skills, and learning approaches of one group of Community in Crisis and a list of 21 references. (YLB)

ED 326 631 CE 056 358

Hadley, Carolyn
Equity in California. Interventions. Career-Vocational Education
Single Parent/Homemaker Programs in California.
California State Univ., Sacramento.
SPONS. AGENCY- California State Dept. of Education. Div. of
Career-Vocational Education.
PUB DATE- 89
NOTE- 138p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Education; Community
Programs; Demonstration Programs; Disadvantaged; *Displaced
Homemakers; High School Equivalency Programs; Job Training;
Models; *One Parent Family; Postsecondary Education; Poverty;
Program Effectiveness; Program Evaluation; *Program
Implementation; *Sex Fairness; State Programs; *Vocational
Education; Womens Education
IDENTIFIERS- *California; Carl D Perkins Vocational Education Act
1984

This report records the accomplishments of single parent/homemaker vocational education programs in California, mandated by the Carl D. Perkins Vocational Education Act of 1984. These programs assist single parents/homemakers in their progress from poverty and public assistance toward personal empowerment and economic self-sufficiency. The report also presents the success stories of the persons served. The document is organized in three sections. Section I presents comments reflecting the experiences of two categories of persons deeply involved in the California Career-Vocational Education Single Parent/Homemaker Projects: (1) those who have received services and (2) those who plan and carry out the daily activities of the programs and projects at the local level. Section II describes statewide projects that facilitate the activities of local projects; they include gender equity consultant, Project TIDE (Toward Individual Development through Equity), Project TEAM (Together Everyone Can Ascend Mountains), CIRCLE Project (Circulating Information, Resources, and Curriculum for Living Equally), Pasadena LADIES (Life after Divorce Is Eventually Sane), and the Evaluation and Training Institute. Section III contains excerpts from the formal evaluation of 1986-88 activities provided by the Evaluation and Training Institute. A directory of single parent/homemaker grantees is provided. (KC)

ED 326 645 CE 056 378

Aagaard, Lola
The Paradox of Critical Practice: A Case Study.
PUB DATE- 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Agency Cooperation; *Community Attitudes; *Community Centers; Community Control; Community Education; *Community Resources; Community Satisfaction; Educational Philosophy; Elementary Secondary Education; Local History; Middle Schools; Public Health; Public Libraries; *School Community Relationship
IDENTIFIERS- *Oklahoma

The Bagby, Oklahoma, Human Resources Center was conceived in the mid-1970s as a model of community education and unified services. It was built with federal grant money to serve as a middle school, library, human services office, and meeting space for Bagby, a growing town of about 5,000. As envisioned, it was to serve all parts of the population, with a gymnasium for recreation, a library for both adults and children, adult education and job training, senior citizens meals and recreation, and many of the human services needed by disadvantaged people. Ten years later, however, interviews with townspeople and observation of the uses of the building showed that the dream has not been fulfilled. Although a middle school, a library, and a health service operate in the building, it has not become the community center that was proposed. Each of the units operates separately. There is little integration of personnel or services, and each of the major entities, the school and library, thinks of the building as "theirs." No director of the facility was hired to coordinate activities; the middle school refuses to let community groups use "their" gym, and the library makes strict rules about the use of "their" meeting room. In addition, the building was built away from the center of town, where the majority of the people needing human services live, and little input was gathered from the community about its needs prior to construction. The Bagby disappointment points out the paradox of the philosophy of adult education: If it is meant to empower adults, as has been maintained, then it cannot be "owned" by the schools or other authorities. (21 references) (KC)

ED 326 660 CE 056 419

Fellenz, Robert A., Ed.; Conti, Gary J., Ed.
Social Environment and Adult Learning.
Montana State Univ., Bozeman. Center for Adult Learning Research.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 90
NOTE- 56p.; Papers from an Institute sponsored by the Center for Adult Learning Research (Big Sky, MT, July 31, 1989). For related documents, see CE 056 416-418.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Adult Learning; *American Indian Education; American Indians; Biculturalism; *Critical Theory; Cultural Context; *Social Environment; *Social Influences
IDENTIFIERS- *Crow (Tribe); Highlander Folk School TN; *Horton (Myles)

This monograph contains papers from an institute on the theme of adult learning in the social environment. "Bill Moyers' Journal: An Interview with Myles Horton" provides excerpts from a televised interview that discusses Myles Horton's life, work, and association with the Highlander Folk School. "Myles Horton's Views on Learning in the Social Environment" contains Horton's comments on his view of learning and responses to questions from a group that viewed the edited tape of the Moyers interview. "Radical Pedagogy: Constructing an Arch of Social Dreaming and a Doorway to Hope" (Peter McLaren) is theoretical in nature and shares some perspectives on social context from the viewpoint of an educator working within the critical educational tradition. "Learning in the Social Environment: A Crow Perspective" (Janine Pease-Windy Boy) reflects on the process through which the Crow Indians integrated their culture into a modern educational institution, the Little Big Horn Community College located on the Crow reservation in Montana. "From an Adult Educator's Perspective" (Lloyd Korhonen, Chere Coggins Gibson) contains immediate reactions to the two preceding presentations. "The Arch of Social Dreaming: Teaching Radical Pedagogy Under the Sign of Postmodernity" (Peter McLaren) expands on McLaren's earlier paper. (YLB)

ED 326 676 CE 056 488

Federighi, Paolo
Adult Education: Legislative and Administrative Measures.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Primary Educ., Literacy & Adult Educ., Educ. in Rural Areas
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Education; Comparative Analysis; Continuing Education; *Educational Legislation; *Educational Philosophy; *Educational Practices; Educational Trends; *Foreign Countries; Futures (of Society); Government School Relationship; Politics of Education; Postsecondary Education

A survey of Unesco National Commissions in 29 countries was conducted to identify and compare the administrative procedures implemented in the field of adult education, as well as the legislative measures adopted by governments to promote adults' right to education. The survey was conducted by means of a questionnaire sent to Unesco National Commissions, a review of legal documents, and analyses of comparative studies and monographs on individual countries. Results were reported in terms of the universalization of adult education, the social extension of the right to education, the right to education in all fields, the administration of the adult education system, and adult education teachers and research. The study concluded that there is a tendency for a growing number of countries to enact laws concerning adult education. Although at one time and in some countries these provisions reflected state welfare policies, today adult education is required by law to accompany and even precede major economic and social changes. The achievement of such objectives is seen to depend on two basic hypotheses that are becoming reality: (1) the recognition of the right of all individuals, especially workers, to devote part of each day to study; and (2) the creation of an adult education system that guarantees the right of education to all, at any age, from the lowest to the highest levels. (110 references) (KC)

ED 326 691 CE 056 518

Spring, William J.
From "Solution" to Catalyst: A New Role for Federal Education and Training Dollars. Working Paper.
National Center on Education and the Economy, Rochester, NY.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Change Agents; Cooperative Programs; Demonstration Programs; *Disadvantaged Youth; Educational Change; *Education Work Relationship; *Federal Government; Federal Legislation; *Government Role; Institutional Cooperation; Models; Postsecondary Education; *Public Policy; *School Business Relationship
IDENTIFIERS- Boston Compact; Private Industry Councils

New statistics showing the need for improving the quality of the U.S. work force shift the focus of government-sponsored employment and training programs from social justice to economic security for all. At the same time, statistics show that more than 50 percent of young black males, even those who have a high school education, cannot find jobs. Hispanic youth in cities have similar or higher unemployment rates. However, with the present budget deficit, the Federal Government cannot solve this problem. The next round of federal legislation to aid education for disadvantaged youth should start with the concept of community responsibility and establish a tracking system to give each community information on how its youth are doing. New federal legislative initiatives must leverage local private sector employment, public education, and community organization resources and build systems of accountability for measurable results into the program design. The existence of Private Industry Councils to represent the interests of local businesses as partners with education and training institutions and the growth of such programs as the Boston Compact indicate that the elements of a more effective youth policy can be designed with the government as catalyst rather than as funder. (KC)

ED 326 706 CE 056 547

Veterans Educational and Vocational Counseling Amendments of 1990. Report To Accompany H.R. 4089. House of Representatives, 101st Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

PUB DATE- 27 Jun 90

NOTE- 20p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Education; Adults; *Career Counseling; Career Guidance; *Educational Counseling; *Federal Legislation; Military Personnel; *Veterans; *Veterans Education; Vocational Education; *Vocational Rehabilitation

IDENTIFIERS- Congress 101st; Proposed Legislation

This report contains amendments to H.R. 4089, the "Veterans Educational and Vocational Counseling Amendments of 1990," which would amend Title 38, U.S. Code, with respect to educational and vocational counseling for veterans. The report describes major provisions, discusses the background of the bill, and provides a section-by-section analysis. A cost estimate by the Congressional Budget Office is also presented. The report concludes by showing changes in the texts of existing law made by the bill. (YLB)

ED 326 722   CE 056 583

Center for the Development of Vocational Education Professional Personnel. Final Report for Academic Year 1987-1988 (July 1, 1987 to June 30, 1988).
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 30 Jun 88
NOTE- 197p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Certification; *Continuing Education Centers; *Faculty Development; *Management Development; Postsecondary Education; *Program Implementation; Secondary Education; *Teacher Education; *Vocational Education Teachers
IDENTIFIERS- *University of Pittsburgh PA

The Center for Vocational Personnel Development at the University of Pittsburgh has provided preservice and inservice development of professional vocational education personnel for comprehensive high schools and area vocational-technical schools in the southwestern region of Pennsylvania since the mid-1970s. Although field-based, performance-based teacher education programs had been offered in the early 1980s, they have been phased out because of lack of response. The center will continue to conduct formal and informal needs surveys to determine when such off-campus courses are appropriate and will then offer them. The center has established programs fully approved by the Pennsylvania Department of Education for certification of supervisors and directors of vocational education, and has carried out the following component activities during the 1987-88 academic year: (1) center management, including fiscal and data records, advisory committee, the PITT NOTE newsletter, and the placement service; (2) performance-based teacher education; (3) supervisor's certification program; (4) director's certification program; (5) workshops and seminars; (6) occupational competency evaluations; and (7) research. (Details of these activities and evaluations within each component are reported separately in this document.) (KC)

Holmberg, Borje
A Bibliography of Writings on Distance Education.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur
Fernstudienforschung Arbeitsbereich.
PUB DATE- Oct 90
NOTE- 257p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Persistence; Adult Education; *Case Studies; Cognitive Style; *Computer Assisted Instruction; Correspondence Schools; Counseling; Curriculum Development; *Distance Education; Dropouts; Economics; Educational History; *Educational Media; Educational Psychology; Educational Research; Educational Technology; *Educational Theories; Foreign Countries; General Education; Programed Instruction; Program Evaluation; Research Methodology; Student Attrition; Systems Approach; Teacher Education

This bibliography lists over 1,400 publications on distance education primarily from the 1960s, 1970s, and 1980s. The selection criterion is what the compiler, a scholar and a practitioner, found relevant. Books in English dominate; a considerable number of works in German are listed; and some in French, Spanish, and Scandinavian languages are included. The bibliography consists of two parts: alphabetical and systematic (subject arrangement). The alphabetical bibliography contains a large section of works listed under the names of individual authors and a short section of miscellaneous and periodicals. The systematic bibliography is organized by these categories: bibliographies; case studies; completion--drop out; computers; counseling; course development; developing countries; economics; evaluation; general education; history; illustration; innovation; learning styles; library services; media; objectives; organization; pacing; postgraduate study; professional training; programmed learning; psychology; rationale and theory; research methods; special learning areas; staff; structure--style; student autonomy; students; supervised correspondence study; surveys and research; systems approach; terminology; testing; two-way communication; and typography. Complete bibliographic information (author, title, date, publisher) is found in the alphabetical part. In the systematic part, only authors' names and years of publication are given as references to the alphabetical part. (YLB)

Adolescents and Steroids: A User Perspective.
Office of Inspector General (DHHS), Washington, DC.
PUB DATE- Aug 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Drug Abuse; High Schools; High School Students; Knowledge Level; *Young Adults
IDENTIFIERS- *Steroids

Anabolic-androgenic steroids ("steroids") are synthetic derivatives of the natural male hormone testosterone. They were first used non-medically by elite athletes seeking to improve performance. More recently, however, steroid use has filtered down to high school and junior high school levels. The purpose of this study was to describe adolescent steroid use from a user point of view, including use patterns and trends, motivations and influences, effects, and awareness of health risks. Seventy-two former and current steroid users who began using steroids before leaving high school and who were age 25 or younger were interviewed. The results indicated that: (1) more senior high school students were using steroids at the time of the interview than when the subjects started using; (2) over one-half of the subjects started using steroids by age 16 and on average they had been using for more than 3 years; (3) former users gave a number of reasons for quitting, including undesirable physical or psychological effects, concern about possible health risks, and new goals; and (4) profiles of many users indicated that they were mainstream students with socially acceptable goals. (Four profiles of individuals interviewed are presented.) (ABL)

ED 326 769 CG 022 977

Roweton, William E.; Bare, Charles

Profiling High Schools with High/Low "Holding Power": A Comparative Study.

PUB DATE- Aug 90

NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Administrator Attitudes; Comparative Analysis; Correlation; *Grade 10; High Risk Students; High Schools; *Institutional Characteristics; Rural Schools; *School Demography; *School District Size; *School Holding Power; Student Attitudes; *Student Attrition; Student Characteristics; Suburban Schools; Teacher Attitudes; Urban Schools

IDENTIFIERS- *Study of Students at Risk (Phi Delta Kappa)

This study used high school data from Phi Delta Kappa's 1988-1989 nationwide "Study of Students at Risk" to examine and compare administrator, teacher, and student attitudes, characteristics, and perceptions in 77 high schools sorted according to high and low holding power statistics (HPS). Data from 7,100 10th graders, principals, and teachers revealed that rural and small town schools graduated proportionally more students than suburban or inner city schools; and that HPS correlated negatively with school size. Results of multiple regression analysis revealed that knowing how often students were retained in grade, the principal's estimate of student alcohol abuse, and the teacher's evaluation of his or her own efforts with students at-risk predicted 48% of HPS variance. (TE)

ED 326 783 CG 022 993

Longo, Laura C.
The Impact of Pre-Adult Appearance-Related Experiences on Young Adults' Personality.

PUB DATE- 30 Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (61st, Philadelphia, PA, March 29-April 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Correlation; Higher Education; *Models; *Personality Development; *Personality Traits; *Physical Attractiveness; Social Experience

Reviewers of the physical attractiveness literature have concluded that there is a strong general link between attractiveness and personality with most "good-looking" people having positive personalities and their less well-endowed compatriots possessing relative negative qualities. The attractiveness-personality covariation is often explained, either implicitly or explicitly in terms of a simple self-fulfilling prophecy model. This study tested an alternative framework for the appearance-personality relationship which offers a more comprehensive view of the appearance-related inputs into personality development. In the first session of the study the subject's physical attractiveness was unobtrusively assessed by four raters, and subjects (N=243) completed an omnibus personality inventory. In the second session personal history data were collected from a subset of 32 extremely attractive and 32 extremely unattractive females. The data revealed that the looks-generated self-fulfilling prophecy provided an insufficient account of how personality is shaped by appearance. The key predictor suggested by the model did not account for a significant amount of variation in personality. In contrast, the more general and explicit model of the attractiveness-personality relationship revealed that a combination of three types of life experiences accounted for a substantial proportion of the variability in the social participation dependent measure. Further analyses suggests that the best causal model for explaining the looks-personality relationship, however, involves the independent, non-redundant contributions of physical attractiveness and only one of the three general learning mechanisms, appearance-related self-guided activities. (ABL)

ED 326 800 CG 023 010

Slusher, Morgan P.; Anderson, Craig A.

AIDS Education: Does It Change Attitudes toward Gay Men?

PUB DATE- Aug 90
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitude Change; Beliefs; Change Strategies; *Health Education; *Homosexuality; *Negative Attitudes

Two studies were conducted to examine how attitudes toward homosexual men might affect reactions to Acquired Immune Deficiency Syndrome (AIDS) education efforts, or how those attitudes might be changed by those efforts. The first study involved 69 male and 75 female subjects, randomly assigned to four conditions receiving different information about AIDS. Subjects initially completed the Attitudes Toward Gay Men scale and a scale developed to assess beliefs about the potential spread of AIDS through casual contact (the Belief scale). The second study was similar to the first, although it examined the efficacy of the different types of communications over a longer period of time, and without the potential priming effects that could result from the initial measure of beliefs. The results of the two studies point out a distinction between affecting people's beliefs about the spread of AIDS and affecting related prejudices. Although the information manipulations had an impact on the specific beliefs related to the information, they did not appear to affect attitudes toward homosexual men. This distinction occurred despite the strong relation between initial AIDS-related beliefs and attitudes toward homosexual men found in the first study. The findings suggest that efforts to educate the public about AIDS, although important in their own right, cannot be regarded as a substitute for efforts to reduce antigay prejudice. (NB)

ED 326 815 CG 023 026

Hager, Drevis L.
The Experience of Acceptance and the Acceptance of Experience.
PUB DATE- 15 Aug 89
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Effectiveness; *Counselor Attitudes; *Counselor Client Relationship; Experience; *Psychotherapy
IDENTIFIERS- *Acceptance (Psychology)

This paper contends that, in a psychotherapeutic relationship, the client must experience himself or herself as deeply understood and unconditionally accepted by the therapist. This subjective experience of the client is seen as the quintessential dimension in successful psychotherapy. The paper goes on to state that the client's experience of being understood and accepted is a product of a specific pattern of client-therapist interaction and that, as a product of this process, the client begins to internalize these acceptance promoting client-therapist interactions, thus facilitating self-acceptance and greater psychic health. The necessary interactive pattern between therapist and client is discussed, and several steps in the process are identified: (1) the client develops a sense of safety in the therapy relationship and risks disclosing aspects of the self that are usually concealed; (2) the therapist receives and empathically understands the client's disclosures; (3) the therapist communicates this understanding to the client; (4) the client acknowledges that the therapist has understood; and (5) the client still believes in the therapist's acceptance. A section on the acceptance of experience explores why the experience of being deeply understood and unconditionally accepted by another person can itself be therapeutic. While it is hoped that the process of understanding and acceptance will be developed and carried through to the point where the client recognizes and integrates experiences previously denied to awareness and reduces psychic dissociations, it is recognized that the process can also arrest at any point, resulting in a therapeutic impasse. (NB)

ED 326 831 CG 023 042

Thompson, Bruce; And Others

The Nature of Health Locus of Control, Revisited Using Confirmatory Factor Analytic Methods and Two Samples: A Covariance Method for Confirmatory Factor Analysis.

PUB DATE- 24 Jan 91

NOTE- 30p.; Paper presented at the Annual Conference of the Southwest Educational Research Association (San Antonio, TX, January 24-26, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Beliefs; *Childhood Attitudes; *Construct Validity; *Health; Health Promotion; Intermediate Grades; *Locus of Control; *Preadolescents; Preventive Medicine

IDENTIFIERS- *Multidimensional Health Locus of Control Scales

People's beliefs about the origins of their health, sometimes referred to as health locus of control, have been shown to influence a variety of important behaviors, including the propensity to engage in effective health maintenance activities, and the willingness to seek and follow medical advice. The purpose of this study was to explore the nature of health locus of control beliefs of children and to examine the construct validity of the Multidimensional Health Locus of Control Scales (MHLC). The subjects constituted two discrete samples of children in grades four, five, and six. The first sample (N=914) completed the MHLC Scales with simplified sentence structure for some items to improve the usability of the measure with this age group. The second sample (N=390) completed the same modified version of the MHLC Scales and an additional six items from a second measure. Confirmatory maximum-likelihood factor analyses were conducted, and a confirmatory factor analytic analog to analysis of variance was illustrated. Results were generally supportive of the validity of data collected using the MHLC Scales, though some additional item revisions are suggested. (Author/NB)

ED 326 847   CS 010 346

Weaver, Constance; And Others
Understanding Whole Language: From Principles to Practice.
PUB DATE- 90
NOTE- 309p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Innovation; Educational Research; Elementary Education; *Instructional Effectiveness; Language Arts; Reading Instruction; Reading Writing Relationship; *School Effectiveness; School Restructuring; Theory Practice Relationship; *Whole Language Approach; Writing Instruction

Providing introduction to the whole language philosophy, this book aims to demonstrate that whole language is indeed good education. It outlines what kinds of research support whole language education, how a whole language philosophy may be carried out in practice, and how to go about implementing a whole language philosophy in a school or a school system. The book is designed for a broad audience of not only teachers and teacher educators but also curriculum supervisors and specialists, principals and superintendents, parents, and members of school boards. The chapters progress from defining whole language to fostering the development of whole language teachers and creating whole language classrooms and schools, from principles to practice. Chapter titles are: (1) What Whole Language Is, and Why Whole Language; (2) Defining and Redefining Literacy; (3) Impetus for Revision and Reform; (4) Developing Language and Literacy; (5) What Does the Research Say? Research in Support of Part-to-Whole; (6) What Does the Research Say? Research in Support of Whole-to-Part; (7) Developing Phonics Knowledge in Whole Language Classrooms; (8) Developing Comprehension and Thinking in Whole Language Classrooms; (9) Reconsidering Standardized Tests for Assessment and Accountability; (10) Reconceptualizing and Reclaiming Assessment and Accountability; and (11) From Understanding to Implementing a Whole Language Philosophy. (MG)

ED 326 864 CS 010 365

Johnsen, Birgitta
Acquisition of Reading and Writing. A Neurolinguistic Approach.
PUB DATE- 90
NOTE- 23p.; Best available copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- Brain Hemisphere Functions; Dyslexia; Foreign Countries; *Language Acquisition; *Language Processing; Lateral Dominance; *Neurolinguistics; Theories
IDENTIFIERS- Sweden

In the neurolinguistic approach to the study of the acquisition of reading and writing, language may be used to express thoughts and intellectual attitudes as well as emotions and emotional attitudes. Experimental studies and clinical data suggest that grammatical rules for spoken language predominantly rely on the left hemisphere of the brain, while the grammatical rules for body language (expressing emotions) rely more on the right hemisphere. The neurolinguistic approach also holds that: (1) in normal children and adults there is a strong relationship between expressive speech ability and reading and writing; (2) dyslexia is related to a left hemisphere lesion or to the absence of left hemisphere dominance for auditory discrimination of speech sounds; (3) speechless persons can develop reading and writing skills; (4) there are some basic abilities that must be available to these persons; and (5) it is possible to support the development of these abilities by using pictorial symbols. (Ten figures are included and 15 references are attached.) (RS)

ED 326 880 CS 212 593

Schullstrom, Faith Z., Comp.
Expanding the Canon: Bridges to Understanding. Articles from "English Journal," 1987-89.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 90
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Class Activities; Classroom Techniques; Cultural Context; *English Instruction; Literary Genres; *Literature Appreciation; *Multicultural Education; Secondary Education
IDENTIFIERS- English Journal; *Literary Canon

This book is a collection of articles originally printed in "English Journal," the secondary section membership journal of the National Council of Teachers of English. The articles selected for the book tap a rich vein of multicultural literature, including works by African Americans, Native Americans, women, and authors from outside North America and Europe. The selections span many genres, including young adult novels, popular fiction, science fiction, and classical fiction. Each article presents practical suggestions for incorporating these works into the secondary classroom, thus broadening the cultural perspective of students and teachers alike. The articles and their authors are as follows: (1) "YA Novels in the AP Classroom: Crutcher Meets Camus" (Patricia Spencer); (2) "Family Constellations: Teaching Dave Etter's 'Brother'" (Barbara Totherow); (3) "Teaching Critical Analysis Writing Using Stephen King's 'Danse Macabre'" (Michael Begg); (4) "Gypsies, Jews, and 'The Merchant of Venice'" (Thomas McKendy); (5) "Hidings and Revelations: Robert Hayden's 'The Whipping'" (Linda Wyman); (6) Imaginary Gardens, Real Toads: Wallace's 'Ungainly Things'" (Elizabeth D. Nelms and Ben F. Nelms); (7) "Opulence to Decadence: 'The Outsiders' and 'Less Than Zero'" (Ellen A. Seay); (8) "Foreign Affairs: Contact Literature in English" (Michael Spooner); (9) "Celebrating the Black Female Self: Zora Neale Hurston's American Classic" (Julie Roemer); (10) "Neighborhoods: Maya Angelou's 'Harlem Hopscotch'" (Sister J. Eleanor Mayar, IHM); (11) "An Afrocentric Approach to Literature: Putting the Pieces Back Together" (Eileen Oliver); (12) "'Old Man Coyote Makes the World': Using Native American Tales" (Francis E. Kazemek and others); and (13) "Text and Context: Teaching Native American Literature" (Diane Long Hoeveler). (SR)

Donlan, Dan
The Effect of Two Classroom Environments on the Dispositional Writing Apprehension of Secondary School English Students.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Analysis of Covariance; *Classroom Environment; *Classroom Techniques; Educational Strategies; English Instruction; Secondary Education; Secondary School Students; Student Teachers; *Writing (Composition); *Writing Apprehension; Writing Assignments; Writing Attitudes; Writing Instruction; Writing Research
IDENTIFIERS- Writing Apprehension Test (Daly and Miller)

A study was conducted to determine whether manipulating the classroom environment to be either apprehension producing (AP) or apprehension reducing (AR) could significantly change the level of students' dispositional writing apprehension. Five student teachers and one secondary education supervisor volunteered to participate in the experiment and developed two classroom environments, one AP and one AR. Subjects were 272 students, grades 7-12, enrolled in English classes at cooperating secondary schools. Each student teacher selected two comparable classes in which to implement one AP treatment and one AR treatment, randomly assigned. The treatments lasted 6 weeks and consisted of six writing assignments--one administered per week. In AP classroom environments, students were exposed to high levels of conspicuousness, intense evaluation schemes, continually novel assignments, and ambiguity of directions. In AR classroom environments, students were exposed to low levels of conspicuousness, de-emphasized evaluation schemes, articulation of assignment sequences, and clear directions. Maintenance of treatment was insured through student logs and supervisor observation. Daly and Miller's Writing Apprehension Test, designed to measure dispositional apprehension, was administered to all classes both before and immediately following the treatments. It was hypothesized that posttest scores would indicate significant differences in levels of dispositional writing apprehension between the AP and AR classrooms. Results indicated that classrooms with apprehension-producing environments yielded significantly higher levels of student apprehension than did classrooms with apprehension-reducing environments. (Two tables of data are included and 12 references are attached.) (MG)

ED 326 911 CS 507 354

Ng, Daniel; Supaporn, Potibut

A Study of Information Content in the U.S. Television Commercials: Has It Become Less Informative but More Creative?

PUB DATE- Aug 90

NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Commercial Television; Consumer Economics; Consumer Education; Content Analysis; Information Sources; Merchandising; Programing (Broadcast); *Television Commercials; Television Research

IDENTIFIERS- *Advertisements; Advertising Effectiveness; Media Characteristics

A study investigated the trend of current U.S. television commercial informativeness by comparing the results with Alan Resnik and Bruce Stern's previous benchmark study conducted in 1977. A systematic random sampling procedure was used to select viewing dates and times of commercials from the three national networks. Ultimately, a total of 550 selected TV commercials, which aired during morning, afternoon, and evening during the week of January 6-14, 1990, were recorded for scrutinizing. Information content for each television advertisement was evaluated by using the evaluative criteria developed by the Resnik and Stern study. Results revealed a dramatic improvement of television informativeness since 1977, while major independent variables affecting informativeness were still broadcast times and dates as well as the product categories. Results also revealed that weekday morning and weekend evening commercials had the highest levels of informativeness. Findings suggest that TV commercials have been substantially improved in terms of informativeness over the past decade. American consumers tend to be more information oriented than in the past, and ads need to provide more information to fulfill their needs for product survival. Five tables of data are included; 18 references are attached. (KEH)

ED 326 928 EA 022 442

Findley, Dale; Estabrook, Robert

An Update on Teacher Evaluation.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- Oct 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Compliance (Legal); Elementary Secondary Education; *Evaluation Criteria; Faculty Development; Faculty Evaluation; Job Performance; Legislation; Policy Formation; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement

"The Practitioner" is subtitled "A Newsletter for the On-Line Administrator." This theme issue is devoted to recent developments in the teacher evaluation process. Contents include a review of research on teacher evaluation, an overview of legal requirements, and examples of outstanding teacher evaluation programs in six high schools. Thirteen suggestions to improve the teacher evaluation process are offered for principals. (5 references) (LMI)

ED 326 946 EA 022 495

Resting, L. Nan
The Preparation of Aspiring Educational Administrators: Transition and Transformation in the Internship.
PUB DATE- Nov 90
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Clinical Experience; *Educational Administration; Elementary Secondary Education; Experiential Learning; Field Instruction; Higher Education; Inservice Teacher Education; *Internship Programs; Practicums; Professional Education; *Teacher Interns

A description and analysis of the transition and transformation experienced by interns in educational administration, with a focus on meaning from the interns' perspective, are presented. Methodology involved document analysis, participant observation, and informal interviews with 50 administrative interns. A model of the evolution of meaning in educational administration internship programs is developed based on the theoretical constructs of experiential learning and the critical linkages among work, education, and personal development. Given that most candidates for administration come from the ranks of teaching, the task of the leadership appears to call for the creation of positions and opportunities for teachers that provide new challenges. The identification of four stages in the internship process termed initial, provisional, intermediate, and advanced, indicates the importance of individual characteristics and the provision of support systems for interns. Nine figures are included. (43 references) (LMI)

ED 326 964 EA 022 516

Silverstein, Jan E.

Community Vision: Sharing Responsibility for Success. A Handbook for Colorado Educational Accountability.

Colorado State Dept. of Education, Denver. Office of Educational Services.

PUB DATE- Sep 90
NOTE- 33p.; For a related document, see EA 022 515.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Accountability; Accreditation (Institutions); Decentralization; Educational Improvement; *Educational Planning; Elementary Secondary Education; School Based Management; State School District Relationship; *State Standards
IDENTIFIERS- *Colorado

Information for administrators and teachers about the requirements, responsibilities, and timelines for educational accountability in Colorado is presented in this report. The accountability program emphasizes public disclosure of a school's educational outcomes, community-involved school planning, and local autonomy. Contents provide information on: accountability advisory committees at state and local levels; school and district planning requirements; the student review process; development of school and student performance profiles; reporting requirements at district and state levels; community involvement in school improvement planning; and award programs sponsored by the Colorado Educational Excellence Program. Nineteen figures and tables are included. (LMI)

ED 326 982 EA 022 546

A View from the Inside: The Roles and Responsibilities of School Board Members. Report of the Select Seminar on Excellence in Education.

Capital Area School Development Association, Albany, NY.

PUB DATE- Nov 90

NOTE- 35p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Administrator Responsibility; Administrator Role; Board of Education Policy; *Board of Education Role; *Boards of Education; Elementary Secondary Education; State Boards of Education

Information about the role and responsibilities of school board members is presented in this seminar summary report. Five topics emerged from participant discussions as warranting further examination, which include the necessity of school boards, their training, their evaluation, their role in participatory decision-making, and their role in community relations. Five sections address these issues and, in each section, a summary of participants' responses and recommendations is offered. (LMI)

ED 327 000 EA 022 588

Alexander, William M.; McEwin, C. Kenneth
Schools in the Middle: Progress 1968-1988. Schools in the Middle: A Report on Trends and Practices.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Sep 89
NOTE- 9p.; Colored print in section headings, on gray paper, may not film adequately. For related documents, see EA 022 586-587.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- *Educational Development; Graphs; *Instructional Program Divisions; Intermediate Grades; Junior High Schools; *Middle Schools; School Surveys; Tables (Data)

Designed as an overview of the progress of middle schools in the last two decades, this document compares results from a 1968 survey that sampled 10 percent of middle schools with at least three, and not more than five grades, and including grades 6 and 7, with those of a similar 1988 survey. Following a brief summary of the origins of the middle school is a discussion of survey results regarding changes in rationale and specific preparation undertaken for introducing middle school organization and problems perceived in teacher education. Survey results are discussed as they relate to the following characteristics of good middle schools: (1) an interdisciplinary organization with a flexibly scheduled day; (2) an adequate guidance program including a team advisory plan; (3) a full-scale exploratory program; (4) comprehensive curriculum that provides for students' personal development, acquisition of learning skills, and basic knowledge; (5) varied and effective age-appropriate methodology; and (6) continued orientation and articulation for students, parents, and teachers. Finally, conclusions are presented regarding the differences between schools containing grades 5-8 or 6-8 and those with grades 7 and 8 or 7-9. Included are four tables and five graphs. (8 references) (CLA)

The Virginia Agenda for Prevention of Developmental Disabilities in the 1990's. Recommendations.
Action for Prevention, Inc., Richmond, VA.; Virginia Commonwealth Univ., Richmond. Virginia Inst. for Developmental Disabilities.
SPONS. AGENCY- Virginia State Dept. of Mental Health and Mental Retardation, Richmond. Developmental Disabilities Unit.
PUB DATE- Dec 89
NOTE- 49p.; For a related document, see EC 232 664.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Delivery Systems; *Developmental Disabilities; Educational Needs; Elementary Secondary Education; *Genetics; *Perinatal Influences; Preschool Education; *Prevention; Public Policy; Research Needs; Social Action; State Standards
IDENTIFIERS- *Virginia

Action for Prevention, Inc., in collaboration with the Virginia Institute for Developmental Disabilities, instituted a project to refine and update the 1983 Virginia Act Agenda for the prevention of developmental disabilities. This document presents recommendations from the project's four Task Forces charged with the responsibility of evaluating progress in developmental disability prevention in Virginia since 1983 and establishing new priorities for prevention of developmental disabilities for the 1990's. Recommendations are organized in sections on genetics, perinatal influences, early childhood, and school age/adolescence. A subsequent section categorizes the recommendations into the areas of service, education, and research. This section is coded to indicate which recommendations have been standing since 1983, which recommendations suggest legislation, and which recommendations are being addressed currently in the public sector and where that action is taking place. A list of the members of each task force is included. (JDD)

ED 327 032 EC 232 682

A Case Study on Special Education in Sri Lanka.
Ministry of Education (Sri Lanka).

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 40p.; Prepared by the Special Education Branch.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Delivery Systems; *Disabilities; Educational Administration; Educational Finance; Educational Legislation; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Parent Participation; Postsecondary Education; Preschool Education; *Special Education; Voluntary Agencies
IDENTIFIERS- *Sri Lanka

As part of a Unesco study of its member states, this case study reviews Sri Lanka's services for the education of disabled persons. The case study reports on the establishment of the Special Education Unit at the Ministry of Education in 1971, at which time the government undertook direct responsibility for providing educational opportunities for handicapped children. Progress in the provision of educational opportunities is documented by the increasing number of special school and integrated education programs. Integration of handicapped children with normal children in the same school setting is regarded as the most important contribution to normal living. The case study focuses on special education policy, legislation, administration/organization, special education provision, finance, research and development, and priorities. (JDD)

ED 326 707 CE 056 548

Bishop, John H.; Carter, Shani

The Deskilling vs. Upskilling Debate: The Role of BLS Projections. Working Paper # 90-14.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

PUB DATE- 90

NOTE- 71p.; For a related document, see CE 056 484.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adult Education; Demand Occupations; Employment Patterns; *Employment Projections; *Employment Qualifications; *Employment Statistics; Higher Education; Job Skills; *Labor Force Development; *Labor Market; Regression (Statistics); Statistical Analysis; Vocational Education

IDENTIFIERS- *Bureau of Labor Statistics

The accuracy of Bureau of Labor Statistics (BLS) projections of occupational employment growth was investigated for the period 1972-1989. BLS was found to have consistently underpredicted the growth of skilled occupations and overpredicted the growth of occupations requiring low or moderate skills. A regression-based forecast was indicated as doing a better job of forecasting future occupational staffing ratios than the judgmental approach used by BLS. A regression analysis of the substantial changes in occupational shares that occurred from 1972 to 1989 predicted substantially greater upskilling than BLS. BLS's projections of the supply/demand balance for college graduates were also evaluated and found to have been consistently wrong. An examination of this balance was done by comparing past and projected percentage rates of change in employment in high skill jobs to actual and projected percentage rates of change in the stock of well-educated workers. Projections indicated that the labor market for college graduates was tight and would get even tighter. Findings implied high social returns to a college education and the need for a public policy response to ameliorate the shortage. (Appendixes include 14 tables and 42 endnotes.) (YLB)

profiles of individuals interviewed are presented.) (ABL)

ED 326 754 CG 022 961

Taeuber, Cynthia M.; Siegel, Paul M.
Counting the Nation's Homeless Population in the 1990 Census.
PUB DATE- 29 Nov 90
NOTE- 65p.; Paper presented at the Conference on Enumerating Homeless Persons: Methods and Data Needs (Washington, DC, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Census Figures; Computation; *Homeless People

This paper describes how decisions were made on procedures for counting the homeless population for the 1990 census. These topics are covered: (1) reasons the Census Bureau did not specifically label anyone as "homeless" while still including homeless persons in the census; (2) how the lists of sites where homeless persons might be found were compiled; (3) enumeration procedures, including procedures for shelters, streets, abandoned buildings, places of commerce, and open public locations; (4) what happened on "Shelter and Street Night" ("S-Night"), including media activity, hiring census takers, and training and payment; (5) impressions of data quality, including the count in shelters, the count of persons visible in the streets, and coverage of "doubled-up" families; and (6) publication of data. It is concluded that the Census Bureau had an effective method that was practical within the constraints of a decennial census and that many persons were added to the census who otherwise would have been missed; however, concern is expressed about the count of persons visible in the street. It is noted that information about limitations to the data are available to all users, and certain "lessons" for future improvements learned from S-Night are outlined. In general, the report finds that selected major components of the homeless population have been included and that the 1990 Census was an opportunity to get a clearer idea of the demographic diversity of homeless persons as well as of differences among areas of the country. A glossary of terms is included. (ABL)

ED 326 770 CG 022 [illegible]78

Johnson, Michael K.

The Theoretical and Historical Origins of Community-Bas[illegible]reatment of Children with Serious Emotional Disorders.

PUB DATE- Aug 90

NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Advocacy; Child Health; Childhood Needs; *Child Welfare; *Community Health Services; *Federal Legislation; Federal Programs; *Mental Health Programs; Policy Formation; Program Administration; Program Descriptions; *Psychiatric Services

IDENTIFIERS- Ad[illegible]ion Ass[illegible]ance and Child Welfare Act 1980; Child and Adoles[illegible]ervice System Program 1984; Education for All Handicapp[illegible]hildren Act; Joint Commission on Mental Health of Children; Juvenile Justice Delinquency Prevention Act 1974

In 1969, the Joint Commission on the Mental Health of Children made several recommendations based on the conclusions in their report entitled "Crisis in Child Mental Health: Challenge for the 1970's." These recommendations included formation of a child advocacy system at every level of society; the development of supportive, preventive, and remedial services within communities for any and all who needed them; increased support for research initiatives in children's mental health and related fields; and innovative manpower recruitment systems to alleviate shortages at all levels of the child service system. This document reviews the history of legislation affecting community based mental health treatment for children, both prior to and after the Joint Commission's study. Specific programs and legislation discussed include the Juvenile Justice and Delinquency Prevention Act of 1974 (P.L. 93-415); the Education for All Handicapped Children Act (P.L. 94-142); the Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272); and the Child and Adolescent Service System Program (CASSP) of 1984. References are included. (TE)

ED 326 865 CS 010 367

Applied Reading Test--Forms A and B, Interim Manual, and Answer Sheets.

Australian Council for Educational Research, Hawthorn.

PUB DATE- 89
NOTE- 59p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Multiple Choice Tests; Occupational Tests; Postsecondary Education; *Reading Comprehension; *Reading Tests; Technical Education; Test Manuals; *Vocational Evaluation
IDENTIFIERS- Australia (Victoria)

Designed for use in the selection of apprentices, trainees, technical and trade personnel, and any other persons who need to read and understand text of a technical nature, this Applied Reading Test specimen set contains six passages and 32 items, has a 30-minute time limit, and is presented in a reusable multiple choice test booklet. The specimen set includes reference group data in the form of percentile ranks and stanines, with associated descriptive ratings; t-scores and z-scores are also provided. Two parallel forms of the test are provided in the specimen set as well as answer sheets, score keys, and an interim manual. (RS)

ED 326 929 EA 022 447

Marshall, Catherine; And Others

A Typology of the Assistant Principalship: A Model of Orientation to the Administrative Career.

PUB DATE- Apr 90

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Assistant Principals; Career Development; Field Studies; Occupational Aspiration; *Occupational Mobility; *Orientation; Promotion (Occupational); Qualitative Research; Secondary Education; *Socialization; Work Environment

The relationship between assistant principals' orientation process and career mobility is examined in this qualitative study, based on the assumption that the assistant principalship is a testing and an opportunity position for both the candidate and the organization. Methodology involved formal and informal interviews with 20 secondary school assistant principals and their colleagues, direct observation, and document analysis. Factors for career mobility were identified; these include school and district norms, relationships with colleagues, career timing and planning, degree of risk-taking ability, and personal drive. The typology provides a framework for viewing the career orientation of assistant principals and the factors influencing their careers and also identifies four emerging themes: organizational influence, site level, the principal, and personal responses. A recommendation is made for using the typology as a basis for structuring recruitment, training, selection, support, and organizational assessment practices. Two tables and one figure are included. (38 references) (LMI)

ED 326 965 EA 022 518

Eiseman, Jeffrey W.; And Others

Making Sure It Sticks: The School Improvement Leader's Role in Institutionalizing Change. The School Improvement Leader. Four Perspectives on Change in Schools.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 44p.; For other reports in this series, see ED 304 783 and ED 320 191.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Education; *Administrator Role; *Change Strategies; Educational Improvement; Educational Innovation; Educational Planning; Elementary Secondary Education; Leadership; *Organizational Change; Program Development; Resistance to Change; *Workshops

The process of the implementation and institutionalization of change is examined in this training module for school leaders. Based on a combination of theory and practice, five activities are conducted at two levels: an awareness level to introduce concepts; and an action level for more experienced participants. Activity modules include indicators of institutionalization, assessing readiness for institutionalization, identification of supportive and constraining factors, institutionalization dilemmas, and development of institutional plans. Appendices include handouts and overhead masters, evaluation forms, trainer instructions, and worksheets. (LMI)

ED 326 983 EA 022 550

Demographic Influences on American Education. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 90
NOTE- 113p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; *Demography; Elementary Secondary Education; Enrollment Projections; *Enrollment Trends; Ethnic Groups; Immigrants; Migration; Minority Groups; Population Distribution; Population Trends; Racial Composition

National and regional student population projections and factors related to enrollment trends are provided in this report. Demographic data are presented on national and regional enrollment trends and projections, the national and regional school-age population, regional and state growth patterns, minority populations and immigration patterns, and birth and fertility trends and projections. Highlighted projections include the following: K-12 public and private school enrollment is projected to rise as high as 49,722,000 in 1998 before declining again; since reaching its height in 1976, 9-12 enrollment has been in a decline (the 1990 enrollment is projected to be 19.3% less than in 1976); minority enrollment increased in 38 of the 50 states between 1980 and 1986; and between 1990 and 2005, the number of yearly high school graduates will increase in the west, the south, and the northeast, and decrease in the midwest. The implications of such trends on the student population in the year 2000 are discussed. Seventeen charts and 33 tables are included. (56 references) (LMI)

ED 327 033 EC 232 683

A Case Study on Special Education in Japan.
Japanese National Inst. of Special Education, Tokyo.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 35p.; Charts may not reproduce well due to small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Delivery Systems; *Disabilities; Educational Administration; Educational Finance; Educational Legislation; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Parent Participation; *Special Education; Voluntary Agencies
IDENTIFIERS- *Japan

This case study was prepared in conjunction with a Unesco survey of its member states concerning educational services for individuals with handicaps. The case study of Japan focuses on: (1) special education policy; (2) legislation, administration, and organization; (3) special education and vocational education provisions for students with specific disabilities and home-bound children; (4) finance; (5) research and development; and (6) voluntary organizations, parents, and issues. Japan's philosophy on special education emphasizes the importance of mentally and physically handicapped children being provided with appropriate education in accordance with the type and degree of their handicaps, so as to help them reach their fullest potential and enable them to participate actively in social life. Special schools provide educational places for the severely and moderately mentally and physically handicapped, and special classes or ordinary classes in ordinary schools for the mildly mentally and physically handicapped. (JDD)

ED 326 603 CE 054 302

Admire, Myron

Developing Programs of Supervised Agricultural Experience. Developing an SAE Program Using the Missouri Agricultural Record Book for Secondary Students. Analyzing the SAE Program Using the Missouri Farm Business Record Book. Instructor's Guide. Volume 21, Number 9.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- Aug 89

NOTE- 251p.; For a supplementary document, see CE 056 297.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Agribusiness; *Agricultural Education; Behavioral Objectives; Competency Based Education; *Farm Accounts; *Farm Management; Occupational Information; *Recordkeeping; Secondary Education; *Supervised Occupational Experience (Agriculture); *Work Experience Programs

IDENTIFIERS- Missouri

This curriculum guide to the Supervised Agricultural Experience (SAE) program contains four units of insturctor's materials as follows: Unit 1: Developing an SAE Program; Unit 2: Using the Missouri Agricultural Record Book for Secondary Students; Unit 3: Analyzing the SAE Program; and Unit 4: Using the Missouri Farm Business Record Book. The document begins with a list of student objectives and competencies, advice to the teacher about motivating and evaluating students, lists of references and materials for students and teachers, and competency profile forms on which student performance can be recorded. The materials for each lesson of the units follow a format that includes student objectives, study questions, references for the student and teacher, teaching procedures, evaluation sheets for students, evaluation answers for teachers, transparency masters, handouts, and student work sheets. (CML)

ED 326 618 CE 056 321

Sadowske, P. Sue, Ed.; Adrian, Judith G., Ed.
Perspectives on the '90s. Outlook Report.
Wisconsin Univ., Madison, Univ. Extension.
PUB DATE- 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Appropriate Technology; Decision Making; Economic Change; Environmental Standards; *Extension Education; *Futures (of Society); Health; *Long Range Planning; Population Trends; Prediction; *Social Change; Technological Advancement

This report on forces influencing the future is designed to define the challenges that lie ahead and to help individuals develop plans to meet these challenges. It is based on the work of a team of "environmental scanners" who reviewed media, books, and academic research and discussed current issues with a variety of people to explore forces at work in the changing society. The report is organized around 10 fundamental drivers of change, the powerful influences and events producing change in society and the trends related to these forces. The 10 "change drivers," each of which is discussed in its own section of the report, are as follows: the maturing of the population; the information explosion; problems of environmental health and stewardship; problems related to social issues, life-styles, and values; economic restructuring; mosaic society; changing families; health and wellness issues; tensions between individual and social roles; and globalization. The report concludes with a statement affirming the Wisconsin's Cooperative Extension commitment to helping Wisconsin's citizens anticipate change, prepare for change, and influence the course of change in the 1990s and beyond. Twenty-eight references are listed. (YLB)

ED 326 632 CE 056 360

Measuring Up. Planning and Managing with Performance Standards PY 90.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 90
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Basic Education; *Community Programs; Compliance (Legal); *Employment Programs; Federal Legislation; *Federal Programs; High School Equivalency Programs; *Job Training; Postsecondary Education; Program Administration; Program Effectiveness; *Program Evaluation; Program Implementation; Program Improvement; *Standards
IDENTIFIERS- *Job Training Partnership Act 1982

This guide was developed to provide local policymakers and program managers with an approach for using performance standards as a tool for reviewing and improving performance of Job Training Partnership Act (JTPA) programs at the local level. The guide is keyed to the Program Year (PY) 1990 U.S. Department of Labor adjustment methodology for activities beginning July 1, 1990. The guide is organized in four sections. Section I, an overview of performance standards, discusses the evolution of the standards and the rationale supporting them. Section II details a systematic approach to obtaining comprehensive baseline data on local performance, an analysis of the performance of specific activities and contractors within the Service Delivery Area, and an analysis of performance trends. Section III describes three approaches for improving performance: (1) the oversight response, which identifies probable causes of poor performance; (2) the planning response, which provides tools to examine new strategies and approaches that will improve performance; and (3) the follow-up response, which reviews strategies related to the new postprogram measures. Section IV summarizes the key issues related to planning and managing with performance standards. Sixteen worksheets for report summaries or charts are included in the guide. (KC)

references. (KC)

ED 326 646 CE 056 385

Riffel, Rodney
Job Training. A Legislator's Guide.
National Conference of State Legislatures, Denver, CO.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Sep 86
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Basic Education; *Compliance (Legal); *Employment Programs; Federal Legislation; Federal Programs; *Job Training; *Policy Formation; Postsecondary Education; Program Development; Program Implementation; *State Legislation; *State Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This guide is intended to help state legislators enact legislation and create programs of job training within the provisions of the Job Training Partnership Act (JTPA). The guide's five sections cover the following: job training policy (an introduction); establishing oversight of a state's job training resources; the state legislature and the State Job Training Coordinating Council; using JTPA to coordinate opportunities for employment; and the need for state enabling legislation for JTPA. Two appendixes provide information on specific state legislative roles found in JTPA and questions to ask about a state's labor market information (LMI) program. Twenty-seven references are included. (KC)

ED 326 661 CE 056 421

Dohmen, Gunther
The End of the Wall--Adult Education on Trial.
PUB DATE- Nov 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Change Agents; *Communism; Developed Nations; *Educational Needs; Educational Objectives; Educational Responsibility; Foreign Countries; Relevance (Education); *Role of Education; Social Change; *Socialism
IDENTIFIERS- *East Germany; USSR

Adult educators need to realize that the decline of socialism in Europe is a matter of spiritual developments and changes of mentalities, attitudes, and patterns of thinking and judging. The occurrence of a general orientation crisis indicates a need for learning as people look for new rules and structures. As a result of the closed system, the people have a mental dependence on orders, regulations, plans, and perspectives from above. The practical experience of free initiatives and fair play in their implementation would help them overcome this dependence. Also on trial and doubted by Eastern Europeans are the moral standards and values of the western world, which prizes business efficiency and money making. Adult educators are being asked for convincing patterns of orientation and interpretation and for reliable examples of behavior. Adult education must also help the people better understand the rules of an open market, the chances of private agriculture, and the necessity of a new economic thinking and more efficient work. Adult education can meet the challenge by providing students with marketable skills and meeting the basic needs of the people. (YLB)

ED 326 677 CE 056 489

The Strategic Plan for Agricultural Education. A National Mobilization Plan for Revolutionary Change in Agricultural Education.
PUB DATE- 90
NOTE- 10p.; Developed through the National Summit on Agricultural Education (Washington, DC, February and May 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; Educational Trends; Futures (of Society); Institutional Advancement; *Institutional Mission; Master Plans; Mission Statements; *Objectives; Policy Formation; Postsecondary Education; Secondary Education; *Values; *Vocational Education
IDENTIFIERS- *National Summit on Agricultural Education 1989

Bold, innovative thinking must be encouraged in the changing field of agricultural education. More than ever, the community needs fresh ideas. The agricultural education community will lose nothing of the past by working together to embrace the challenges and opportunities of the future as long as the essential values are not discarded. The mission of agricultural education is to provide a total dynamic educational system, aspiring to excellence and serving the needs of all people. The participants at the National Summit on Agricultural Education resolved to develop a united national presence and move toward achievements, pursuing a national mission made up of 22 resolutions for change for the future. From the resolutions, seven goals can be set, concerning updating, serving all groups, expanding the whole person concept of education, developing educational programs to meet demands, fostering free enterprise, providing leadership, and elevating standards of excellence in all facets of agricultural education. From these goals flows a three-step strategic plan: (1) creating a mission document; (2) challenging each organization in the community to align its goals with the national mission; and (3) clearly and constantly communicating the goals of the agricultural education community. (KC)

ED 326 692 CE 056 520

Pritz, Sandra G.

The Role of Vocational Education in the Development of Students' Academic Skills: An Implementation Guide. Information Series No. 340.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89

NOTE- 51p.; Includes "Vocational Technical Education: Developing Academic Skills. A Position Statement of the National Association of State Directors of Vocational Technical Education Consortium."

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Academic Education; *Basic Skills; Curriculum Development; Educational Change; *Educational Cooperation; *Integrated Curriculum; Job Skills; School Restructuring; Secondary Education; Team Teaching; *Vocational Education

Integrated programs provide students with a balanced mix of academic and vocational skills needed in the workplace and for lifelong learning. Basic skills in mathematics, science, and communication form the foundation for lifelong learning and the content for higher-order skills. Occupational skills depend on and do not exist apart from academic foundations. The National Association of State Directors of Vocational Technical Education Consortium supports the concept of integration and the restructuring of the relationship between academic and vocational education. Federal, state, and local initiatives are recommended to bring about this reform. A number of strategies for implementing the vocational-academic approach are being tried in many schools, bolstered by the mandate for enhanced integration in the Carl D. Perkins Vocational and Applied Technology Education Act. More widespread implementation depends on the resolution of a number of issues: (1) developing the drive and achieving commitment from all levels; (2) setting goals to bring about the integration of academics in vocational education and the integration of academic and vocational education; (3) overcoming such barriers as staff concerns and lack of funding; (4) determining structural questions such as who will teach academic and vocational skills, what effect will organizational structure have on making changes, what curricular materials will be used, and who else (parents, counselors, community) needs to be involved; (5) providing inservice training for vocational and academic teachers; and (6) preparing to evaluate integration efforts. One strategy for implementation is cross-correlation of vocational and academic curricula, that is, identification of exactly where academic concepts are used in vocational courses. A matrix of vocational tasks and academic concepts can assist in this effort. Cross-correlation can lead to other joint activities such as adaptation/adoption of curriculum materials, shared lesson planning, and documentation for granting academic credit for basic skills taught in vocational classes. Recognition is growing that integrated partnerships supporting students' varied learning styles are the most effective means of achieving the academic and vocational competence needed in a global economy. The policy issues, strategies, and examples provided in this position statement and guide can assist policy makers, administrators, and teachers in reaching that goal. (SK)

ED 326 723 CE 056 584

Palmieri, D. Frank
Marketing Education Teleconference. Final Report.
Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 30 Jun 88
NOTE- 114p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Education; Counselor Role; Counselors; Electronic Equipment; *Inservice Teacher Education; *Marketing; Online Systems; Postsecondary Education; Program Development; Program Effectiveness; Program Implementation; Publicity; Secondary Education; *Teleconferencing; Telephone Communications Systems; Vocational Education Teachers
IDENTIFIERS- Pennsylvania

A statewide interactive video teleconference was developed and presented to marketing educators, administrators, counselors, students, advisory committee members, and business people in Pennsylvania. The conference was designed to provide a technical update of the state of marketing in the United States as well as to unveil national strategies that can be implemented by marketing educators. The strategies were presented in the form of a national plan for marketing education and recommended program standards. Conference development included the purchase of Pennsylvania state teleconference access rights, selection and development of five successful sites in the state, selection of site coordinators and audio/video coordinators for each site, development and mailing of a brochure promoting the conference, production and mailing of a set of conference materials to each participant, and conference evaluation. The conference was rated very favorably in terms of content, terminology, and handout material by the 116 participants. Reported weaknesses included the following: the all-day format was too long, the conference proceeded too slowly, and the panelists were somewhat repetitious. Additional teleconferences were requested in advertising, merchandising, and small business; and a shorter teleconference was requested for marketing instructors. (The bulk of the document consists of the following appendices: information on conference audiences and content; conference brochures, letters, and handouts; questionnaires; a national marketing plan for marketing education; and standards for secondary marketing education.) (KC)

ED 326 739 CE 056 616

Samson, Harland E.
Current Status and Projected Role of Public School Vocational Education.
PUB DATE- Jun 90
NOTE- 129p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Educational Improvement; Educational Philosophy; Educational Planning; Educational Practices; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Problems; *Public Schools; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Wisconsin

A descriptive and qualitative study was made of the status and future of vocational education in the public K-12 schools of Wisconsin. Questionnaires were answered by a total of 775 district administrators, high school principals, and local vocational education coordinators (78.5% response). Representatives of these respondent groups, plus teachers, school board members, technical college representatives, and other educators also discussed the subject at regional meetings. Analysis of the data gathered led to six overall conclusions focused on the organization, delivery, and leadership of K-12 vocational curriculum: (1) the purpose of vocational education should be preparing youth not only for employment but also for advanced and continuing education; (2) new content and structures for vocational education are necessary; (3) most vocational education programs need more financial resources; (4) many vocational programs suffer from declining enrollments; (5) increased graduation and college admission standards take the focus of students away from vocational education; and (6) more effective leadership and staff development in vocational education are needed. (The bulk of the document consists of 40 references, 26 tables, and detailed responses of administration, principals, and local coordinators.) (KC)

ED 326 784 CG 022 994

Longo, Laura C.; Ashmore, Richard D.
The Relationship between Looks and Personality: Strong and General or Content Specific?
PUB DATE- Aug 90
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Correlation; Higher Education; Interpersonal Competence; Models; *Personality Traits; *Physical Attractiveness

Most researchers explain the attractiveness-personality link in terms of a simple self-fulfilling prophecy model: a person's good looks evoke a "Beauty is Good" stereotype that causes positive treatment by others, which, in turn, causes the target to develop a "good personality." An alternative conceptual framework expands on the current implicit model of the relationship between physical beauty and personality by considering the content of the physical attractiveness stereotype. This study assessed the relationship between males' and females' attractiveness and personality traits varying in degree of psychological connectedness to appearance. Subjects included 243 female and 160 male college students. Subjects were rated on physical attractiveness by four raters and responded to a personality characteristics questionnaire. The results indicated that the link between looks and personality was weak and specific. A multicomponented conceptualization of the Beauty is Good stereotype, with content areas differing in strength of inferential relatedness to attractiveness, did not completely account for actual personality differences between individuals of high and low attractiveness. Attractive people scored higher on measures of Social Competence and Achievement, the content domain most strongly inferentially linked to looks. In addition, it was found that physical attractiveness has differential impacts on the development of male and female personalities, with good looking males in particular demonstrating that "What is Beautiful" can also be quite unattractive. (ABL)

ED 326 801 CG 023 011

Walsh, Mary E.
Psychosocial Functioning in Homeless and Poor Housed Families.

PUB DATE- Aug 90
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Family (Sociological Unit); Family Life; Family Relationship; *Fatherless Family; *Homeless People; *Housing; Low Income Groups; *Mothers; Place of Residence; *Poverty

This study was conducted to compare the effectiveness of family functioning in families who have become homeless and poor families who have never been homeless. Relying on the McMaster Model of Family Functioning, it focused on family functioning in terms of transactional patterns or the family's mode of interaction as a unit. Subjects consisted of 18 homeless and 24 housed single mothers. The homeless mothers had a mean age of 25.2 years and an average of 2.8 children. The mean age of housed mothers was 26 years, with an average of 2.2 children. Family functioning was assessed using the McMaster Family Assessment Device, with homeless mothers basing their responses on retrospective judgments. Analyses revealed significant differences between homeless and housed families on several integral areas of family functioning. Results suggest that prior to becoming homeless, homeless families were not likely to be as effective in solving problems, communicating, responding affectively to one another, being involved with other family members, or in general family functioning, as poor housed families. The data do not allow these differences to be attributed to inherent psychological differences. The difficult social and economic circumstances prior to becoming homeless may well impinge on family functioning. (Author/NB)

ED 326 816 CG 023 027

Denton, Diana

A Discussion of Sex Education in the United States Incorporating Attribution and Social Learning Theory.

PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Attribution Theory; Early Parenthood; *Pregnancy; Secondary Education; *Sex Education; Sexuality; Socialization; *Venereal Diseases
IDENTIFIERS- *Social Learning Theory

Teen pregnancies and teen sexually transmitted diseases cost society in terms of adding to the tax burden by supporting people who have dropped out of the tax base without a job or education in order to have a baby or repair their health. They also cost because of the loss of human potential of a young life interrupted and cut short with greater responsibilities than they can bear, in addition to perpetuation of the same cycle within a family. Incorporating social learning theory and attribution theory into sex education curricula in schools, churches, and community centers could reduce the rate of teen pregnancies and teen sexually transmitted diseases in the United States. Attribution theory identifies causes that individuals typically select for success and failure outcomes and the conceptual links between those outcomes and subsequent behavior. Social learning theory's major importance is the ability of individuals to abstract information from the behaviors of others, make decisions about which behaviors to adopt, and later enact the selected behaviors. This document presents intervention techniques and attribution retraining research that will be a model for future sex education curricula. (Author)

ED 326 832 CG 023 043

Woodruff, Susan I.; Conway, Terry L.
Impact of Health and Fitness-Related Behavior on Quality of Life.
PUB DATE- Aug 90
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Health; *Health Activities; *Military Personnel; *Physical Fitness; *Quality of Life; Young Adults

While the relationships between health behavior and health status and between health status and perceived quality of life have received some attention, the association between health behaviors and quality of life has not been determined. The primary objective of this study was to assess the effects of health behaviors on quality of life that are independent of health status. A sample of approximately 5,000 randomly selected United States Navy personnel was split into halves and analyses performed on each to establish the replicability of the findings. At step one of a multiple regression procedure, health status variables were forced into the equation; next, health behavior variables were entered. As expected, the block of health status variables was significantly related to quality of life: self-assessed health and fitness status and lower reporting of physical symptoms accounted for 16% and 18% of the variance in quality of life for the two subsamples. After controlling for health status, two behavioral measures made unique contributions to the prediction of quality of life: behaviors related to avoiding unnecessary risks as a driver or pedestrian and avoiding or minimizing accidents. Wellness maintenance behaviors also were associated with quality of life in one subsample. After controlling for health status, health behavior measures contributed an additional 11% and 6% of the explained variance in quality of life for the two subsamples. The results suggest that health behaviors influence quality of life independently of health status. (Author)

Implementing a Whole Language Philosophy. (MG)

ED 326 848 CS 010 347

George, John; Dale, Kathy

Cooperative and Collaborative Learning Strategies for Content Area Teachers.

PUB DATE- Oct 90
NOTE- 9p.; Paper presented at the Annual Plains Regional Conference of the International Reading Association (18th, Wichita, KS, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Techniques; Content Area Reading; Content Area Writing; *Cooperative Learning; Higher Education; Learning Motivation; Learning Processes; *Learning Strategies; Secondary Education; *Teaching Methods
IDENTIFIERS- Collaborative Learning; *Directed Reading Thinking Activities; *Jigsaw Method; Kansas City Public Schools MO

Collaborative learning strategies can improve the learning of subject matter in content area classrooms, but they are only one aspect among many that influence how much learning will take place in a class period. The Directed Reading-Thinking Activity (DR-TA) is an effective teaching/learning strategy to use with content area material. Much of the effectiveness of the DR-TA has to do with teachers getting students to predict what is coming up next. The amount of learning and attention will increase in the classroom when the teacher deliberately gets students to communicate with other students (in groups of four or five) to make meaning and then has each group share that meaning with the rest of the class. A jigsaw strategy can also be used to enhance the understanding of subject matter in various content areas. A modified jigsaw strategy has been used in the Kansas City, Missouri, School District's Comprehension and Cognitive Development Program which enables students to make meaning using three or four different pieces of text which deal with the same subject matter. Combining the use of cooperative learning groups with strategies such as the DR-TA can facilitate the learning of narrative material, and using a strategy such as the modified jigsaw can enhance the learning of non-narrative or expository material. (MG)

ED 326 897 CS 212 612

Donlan, Dan
Where English Teachers Get Their Ideas: Trivial Knowledge vs. Successful Teaching Activities.

PUB DATE- 90
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Creative Teaching; Creativity Research; Educational Research; *English Instruction; Instructional Effectiveness; *Instructional Innovation; *Language Teachers; *Teaching Methods
IDENTIFIERS- *Ideas; Teacher Surveys

A study was conducted to determine where a sample of English language arts teachers, identified as educational leaders, get their ideas. Twenty-five English language arts teachers agreed to participate in the study which took the form of a 10-item survey. Five items dealt with trivial knowledge about language conventions and five items required teachers to describe continually successful teaching practices. Results indicated that these 25 teachers tended to trace their trivial knowledge of language conventions to teachers they had once had and that they continued to use this knowledge in teaching their own classes. They did not rely on their own teachers for the development of what they perceived to be continually successful teaching ideas. Rather, these teachers tended to claim original creation. A sub-sample of 10 teachers was drawn from the original 25 (the five most and five least experienced) to determine whether these subgroups drew their teaching ideas from the same sources, whether the nature of the teaching ideas between the two groups was different, and whether their ideas labeled as "original creation" were perceived as being original by their peers. Results indicated that the two groups perceived that sources for teaching activities were distributed in a similar way and that both groups cited "original creation" as the most frequently used sources of ideas. To test whether claims of originality were warranted, a sample of 10 purportedly original ideas was submitted to a panel of 23 teachers under the guise of a "teaching idea contest," where prizes were to be awarded for originality. Results indicated that in none of the 10 cases did a majority of the judges determine that the idea was original. (Seven tables of data are included and nine references are attached.) (MG)

ED 326 912 CS 507 355

Mild, Robert E., Jr.
An Analysis of Conflict Management in Grades 3 through 8.
PUB DATE- Nov 90
NOTE- 37p.; Published by EDINFO Press.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Classroom Research; *Classroom Techniques; *Conflict; *Conflict Resolution; Educational Research; Elementary Education; Elementary School Students; Methods Research; Problem Solving; Teacher Role
IDENTIFIERS- *Conflict Management; Conflict Management Style

This study examined eight research questions designed to measure students' perceptions of conflict management in the classroom (grades three through eight). In addition to assessing students' satisfaction with the particular conflict management strategies, student self-concept was also measured to determine if the level of self-concept had any bearing on the students' degree of satisfaction. Subjects for this study were 178 students enrolled in grades three through eight of a school system located outside of a small, midwestern city. Results indicated that several of the questions produced significant results that led to an improvement of conflict management in the classroom. Although the findings of this research are not as straightforward as they might be, several of the results do improve on the picture of conflict management in the classroom. Strategy F, mutuality of concern, was the conflict management technique that was most often identified by the students. Strategy B, the invoking of class rules, also received considerable support from the students. Now that certain strategies have been identified, teachers may be in a better position to use these conflict-managing techniques to their advantage in dealing with problems that arise in the classroom. By effective application, the teacher should be making improvements toward creation of a more pleasant, more productive educational environment for both student and teacher alike. (Fourteen tables of data are included and 17 references are attached.) (MG)

ED 326 947 EA 022 496

Keaster, Richard D.
The Logic of Confidence and the Supervision of Instruction:
Perceptions and Practices of Elementary School Principals.
PUB DATE- Nov 90
NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Elementary Education; Instructional Improvement; *Instructional Leadership; Interaction; Interpersonal Relationship; Organizational Climate; *Principals; Professional Autonomy; *Supervision; *Teacher Administrator Relationship

An analysis of principals' beliefs and behaviors with regard to instructional supervision in the context of Meyer and Rowan's (1977, 1978) concept of the "logic of confidence" is presented in this report. Methodology involved interviews with and observations of 6 administrators and triangulating interviews with 12 teachers. Nine distinct analytical categories emerged, and data were compared across the six subjects within the categories. Results did not support Meyer and Rowan's hypothesis. Recent accountability measures initiated in the subjects' district had promoted close contact and monitoring of the teachers' work, and respect for the teachers and appreciation of their professionalism were attributable to that contact with the teachers in their daily instructional activities. (12 references) (LMI)

ED 327 001 EA 022 589

Giberson, Nancy M.
How Principals Can Help First-Year Teachers. Tips for Principals
from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Sep 89
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Collected Works - Serials (022) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers;
Collegiality; Elementary Secondary Education; *Principals;
Professional Development; Teacher Administrator Relationship;
*Teacher Orientation; Teacher Supervision

Suggestions for first-year teacher guidance and orientation by principals are offered in this bulletin. Principals' basic assumptions about teacher orientation should focus on direct assistance or assistance through colleagues to support their development. Recommendations stress positive reinforcement, collegial support, and providing opportunities for teacher learning. (LMI)

ED 327 017 EC 232 664

Smith, Margaret, Ed.
Invest in Virginia's Future...Prevent Developmental Disabilities.
Action for Prevention, Inc., Richmond, VA.; Virginia Commonwealth Univ., Richmond. Virginia Inst. for Developmental Disabilities.
SPONS. AGENCY- Virginia State Dept. of Mental Health and Mental Retardation, Richmond. Developmental Disabilities Unit.
PUB DATE- Dec 89
NOTE- 25p.; For a related document, see EC 232 663. Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accessibility (for Disabled); Citizen Role; Community Role; Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; Environmental Influences; Evaluation Needs; Genetics; *Health Services; *Injuries; Perinatal Influences; Preschool Education; *Prevention; Public Policy; Public Service; Research Needs; *Social Action; State Standards
IDENTIFIERS- *Virginia

This document presents the priorities of Action for Prevention, Inc. for the prevention of developmental disabilities in Virginia in the 1990's. The priorities were selected from recommendations developed by four task forces on genetics, perinatal, early childhood, and school age/adolescence. The document is intended to contain recommendations that are doable, manageable, and of significance for a variety of audiences in promoting the prevention of mental retardation/developmental disabilities. Recommendations are grouped into four areas: education and citizen awareness, access to quality care, environmental hazards and injuries, and research and evaluation. For each area, a description of the general problem is offered along with specific facts (usually containing statistical data) and recommendations. Participants in developing the recommendations are listed. (JDD)

ED 326 866 CS 212 576

Bruce, Bertram C.

Roles for Computers in Teaching the English Language Arts. Technical Report No. 522.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 90

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *English Instruction; Individualized Instruction; Information Technology; Instructional Innovation; *Language Arts; Writing Processes

IDENTIFIERS- Computer Assisted Language Instruction; Learning Environment

This report discusses some of the wide-ranging applications of computers and electronic networks now being used in all facets of teaching the English language arts. The report discusses examples of computer applications grouped into five roles: (1) tutors--computers individualize instruction, provide learning material at a controlled pace and record student progress; (2) tools--computers aid in reading, allow students to produce and format texts easily, facilitate revision of texts, and store all sorts of information for learners; (3) ways to explore language--computers make the regularities, beauties, and difficulties of language something that students can examine and interact with in new ways; (4) media--computers make possible new modes of communication; and (5) environments for communication--computers permit new forms of meaningful communication and reconfigure the relationships among students and teachers. (Forty-one references are attached.) (KEH)

ED 326 881 CS 212 594

Kiefer, Barbara, Comp.
Toward a Whole Language Classroom. Articles from "Language Arts," 1986-89.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 90
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Education; *Literature Appreciation; Reading Writing Relationship; *Story Telling; Student Centered Curriculum; Thinking Skills; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- Drama in Education; Language Arts (Journal); Teacher Researchers

This book is a collection of articles originally printed in "Language Arts," the membership journal of the elementary section of the National Council of Teachers of English. The book responds to the thousands of teachers looking for ways to incorporate student-centered, collaborative learning strategies into their classrooms. The articles draw heavily upon the experiences of reflective teacher-researchers who have adapted approaches based on the whole language philosophy to meet the unique learning styles of their students. The articles (grouped into sections on writing, writing/thinking, literature, drama, and storytelling) are as follows: (1) "What Am I Supposed To Do While They're Writing?" (Mary K. Simpson); (2) "The Writer's Inside Story" (Carin Hauser); (3) "First Grade Thinkers Becoming Literate" (Carol S. Avery); (4) "'What Did Leo Feed the Turtle?' and Other Nonliterary Questions" (E. Wendy Saul); (5) "Children's Response to Literature" (Janet Hickman); (6) "Building Castles in the Classroom" (Karen L. Erickson); (7) "Connecting to Language through Story" (Marni Schwartz); (8) "Storytelling and Science" (Kathleen Martin and Etta Miller); and (9) "Children's Narrative Thought, at Home and at School" (Richard Van Dongen). (SR)

ED 326 984 EA 022 551

Lovato, Chris Y.; And Others

School Health in America: An Assessment of State Policies To Protect and Improve the Health of Students. Fifth Edition.

American School Health Association, Kent, Ohio.; Texas Univ., Houston. Southwest Center for Prevention Research.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.

PUB DATE- 89

NOTE- 48p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) N

DESCRIPTORS- *Child Health; Elementary Secondary Education; Food Service; Health Education; Health Facilities; Health Personnel; Physical Education; Psychological Services; School Counseling; *School Health Services; State Programs; Student Personnel Services

IDENTIFIERS- *American School Health Association

Information about the current status of state support for school health programs is provided in this report. A survey of state directors responsible for each school health area in the 50 states and District of Columbia yielded a response rate of 100 percent. Seven chapters cover state organization and coordination, personnel, and programming aspects of (1) school health instruction; (2) school health services; (3) the environment; (4) physical education; (5) food and nutrition services; (6) guidance and counseling; and (7) school psychological services. Twenty-one tables are included. (LMI)

ED 326 708 CE 056 549

Protz, Maria

Credentialism: Partners for Business Education. Working Papers of Planning and Development Research 90-6.

TV Ontario, Toronto.

PUB DATE- Aug 90

NOTE- 61p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Business Administration; *College Programs; Continuing Education; *Credentials; Educational Needs; Education Work Relationship; Foreign Countries; Higher Education; *Institutional Cooperation; Job Training; Program Development; *School Business Relationship; *Telecourses

IDENTIFIERS- Partnerships in Education

This study examined the current value of credentialism, extending the findings of an earlier report, "Business Training: Content, Enrollment and Delivery." The study acknowledged the distinction between various types of credentials, but focused primarily on professional business certification and investigated the potential for TVOntario to form partnerships with business associations in order to create telecourses to enhance the educational opportunities leading to professional credentials. The findings were established through telephone interviews with 17 professional business associations and 2 universities and through a literature review. The study distinguished between "specialized" courses, which are related to the specific industries the associations represent, and "generic" business courses (traditional business courses such as finance, accounting, and marketing). Three main options for pursuing partnerships with professional associations were suggested. They were developed by analyzing the educational needs and interests of the associations in conjunction with the practical implications that their needs and interests pose for TVOntario. Each option corresponds to a different educational level: (1) bilateral partnerships for specialized introductory and intermediate programs; (2) bilateral partnerships to support highly specialized and advanced subject areas; and (3) a bilateral arrangement not with the associations directly, but with a university or community college that offers the generic business courses they approve. (46 references) (KC)

among areas of the country. A glossary of terms is included. (ABL)

ED 326 755 CG 022 962

Gilmore, John Vaughn
Murdering while Asleep: Clinical and Forensic Issues.
PUB DATE- 13 Aug 90
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Antisocial Behavior; Clinical Diagnosis; Counseling Services; *Crime; *Homicide; Medical Services; Psychological Patterns; *Sleep
IDENTIFIERS- *Sleepwalking

On the basis of the relevant research literature, this article discusses adult sleepwalking disorders, and focuses particularly on the documented cases of violence occurring during sleepwalking. Important diagnostic elements are reviewed, including family history, age of onset, gender, stages of sleep, impairments in memory and judgment, automatic nature of behavior, the role of trigger factors (such as drugs, alcohol, excessive fatigue, and stress), and the potential risk of harm to the bed partner. Treatment recommendations are discussed, including using no drugs, taking special precautions, maintaining a regular sleep-wake cycle, and getting a complete assessment by a sleep expert. The central forensic issues are outlined, focusing on diagnostic elements and issues related to criminal responsibility. A case study is presented of a 27-year-old father of four who had been charged with assault and battery, allegedly having assaulted his wife in the night with a broken bottle. The case study is presented in detail and concludes with a summary of clinical opinion. (Author/ABL)

References are included. (TE)

ED 326 771 CG 022 979

Duchnowski, Albert J.; Johnson, Michael K.
Mental Health Policy Regarding the Treatment of Children and Adolescents with Serious Emotional Disorders: Yes I Believe I Can Hear Some Light Ahead!
PUB DATE- Aug 90
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Health; Childhood Needs; *Community Health Services; *Emotional Disturbances; Federal Legislation; *Federal Programs; Financial Support; *Mental Health Programs; Program Effectiveness; Program Evaluation; *Program Implementation; Program Validation

Due to the efforts of mental health consumer and advocacy organizations, there now exists a legislated community-based mental health policy for the treatment of children and adolescents with serious emotional disorders and their families. But the implementation of this policy has not met the intended legislative standards. Accordingly, this document reviews the causes of dissatisfaction with the de facto implementation of this policy, focusing on misallocation of mental health treatment funds; the need for a more thorough, ecologically oriented evaluation; intensity of services; and the efficacy of traditional forms of intervention. Promising new proposals and initiatives in research and evaluation of community-based services from the Family and Children's Services Branch of the Division of Biometry and Applied Sciences at the National Institute of Mental Health are cited. References are included. (TE)

ED 326 930 EA 022 452

Koppich, Julia E.; And Others

Redefining Teacher Work Roles: Prospects and Possibilities. Policy Briefs, Number Thirteen.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 90

NOTE- 7p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Ladders; *Change Strategies; Elementary Secondary Education; Excellence in Education; *Job Satisfaction; Mentors; *Participative Decision Making; School Based Management; *School Restructuring; Teacher Improvement; *Teacher Role; Team Teaching

School reform efforts may prove ephemeral without changes in the teaching occupation. The field lacks professional discretion, career advancement, and adequate compensation. As a result, the profession fails to attract enough educationally qualified people. Experiments in changing teacher work roles are being done to try and fill this shortage. These efforts fall into three types: (1) career ladder programs; (2) shared decision-making; and (3) altered school organizational structures. The first category divides teachers into four types: novice, classroom, enhanced classroom, and expert. With each "rung" comes increased responsibility and pay. Shared decision-making includes site-based management, in which significant educational decisions are made by teams of teachers and administrators, and trust agreements that enable teachers to help develop written management decisions. The third type consists of instructional team teaching, charter schools (with "charters" allowing them to explore educational innovations), and small group models. Some schools incorporate multiple reforms as there is no one correct strategy. Targeting reforms at problem areas is of critical importance as well as considering the amount of responsibility teachers are willing to accept, the principal's role, and labor reconfigurations. Bureaucratic inertia can be a significant barrier; however, legislative action can serve as a catalyst for change and break many obstacles. (EJS)

ED 326 948 EA 022 497

Campbell, Lloyd P.
How To Improve Teacher Morale and School Effectiveness. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Nov 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Collegiality; Elementary Secondary Education; Inservice Teacher Education; Institutional Cooperation; Instructional Improvement; Instructional Leadership; Principals; Professional Development; *School Effectiveness; *School Visitation; Teacher Administrator Relationship; Teacher Education; *Teacher Morale

Interschool visitation as a method of improving teacher morale and instructional effectiveness is discussed in this publication for school principals. The principals's role is crucial, and several steps that he/she should consider when planning and implementing a visitation are suggested; they include determining the need, choosing participants, and coordinating logistics of the visit. Advantages of interschool visitation include improved teacher self-esteem and increased learning of teaching techniques and materials, which in turn contribute to more effective teaching and more productive student learning. (LMI)

ED 326 966 EA 022 519

Women Administrators in New York State Public Schools, 1968-1989.
New York State Education Dept., Albany. Information Center on
Education.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Doctoral Degrees; Elementary Secondary Education; *Employment Patterns; Employment Statistics; Higher Education; Masters Degrees; *Public Schools; *School Administration; *Women Administrators
IDENTIFIERS- *New York

The status of women as administrators in New York State public schools is examined in this report, with a focus on the educational preparation of school administrators, the educational preparation of women as potential school administrators, and the employment patterns of school administrators. Statistics indicate the trend toward doctoral-level study as a criterion for employment as a principal or assistant principal. Women are increasingly receiving a greater percentage of all master's and doctor's degrees in educational administration. Since the mid-1970s, an increasing percentage of administrative positions are held by women, with the exception of the position of superintendent. However, men's chances for administrative employment in the public schools are slightly better than those for women. Seven statistical tables are included. (LMI)

ED 327 002   EA 022 590

George, Patricia Lucas, Ed.
How To Keep Your School and Students Safe. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Mar 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Responsibility; Crime; Delinquency; Elementary Secondary Education; *Juvenile Gangs; *Principals; *School Safety; School Security; Violence

Increased violence in the schools necessitates the identification of potential gang development and formation of preventive safety policies. Included in this bulletin for principals are steps for gang activity identification, preventive strategies, appropriate responses to altercations, and guidelines for security and supervision of outside-group-sponsored activities. (2 references) (LMI)

ED 327 018   EC 232 665

Hess, Karin K.

Gifted Education: Exemplary and Demonstration Programs. 1987-90 Program Overviews.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

PUB DATE- Jun 90

NOTE- 43p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Activity Units; Elementary Secondary Education; Enrichment Activities; *Gifted; Language Arts; Mentors; *Resource Units; Science Instruction; Social Studies; Special Programs; *State Programs; Teaching Methods; Underachievement; *Units of Study; Writing Instruction

IDENTIFIERS- *New Jersey

The New Jersey State Department of Education administers a Gifted Education Exemplary and Demonstration Grant Program in which successful applicants are awarded grant funds to enable them to prepare materials for dissemination to teachers of the gifted statewide. This document presents profiles of the 35 programs selected for 1987-88, 1988-89, and 1989-90. Each profile includes the following information: subject area(s) and grade level(s), program overview and materials, identification procedures for student selection, and names of the school district and individual to contact for further information. The programs cover the curricular areas of science, social studies, art, problem solving, math, science, technology, study skills, careers, research, literature, humanities, communication, reading/language arts, computers, writing, music, and self-esteem, with other programs focusing on enrichment, mentorships, and underachievement. Sample programs include: American Folk Artists, for grades 4-6; Project Unique, for gifted underachievers in grades 3-6; Futures, for grades 10-12; and Science/Engineering Specialized Learning Center for grades 9-12. (JDD)

ED 327 034 EC 232 684

French, Laurence
Neuropsychological Factors in the Evaluation and Treatment of Childhood and Adolescent Aggression.
PUB DATE- 87
NOTE- 18p.; Paper presented at the Rivendell Foundation Meeting (Memphis, TN, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Alcohol Abuse; *Behavior Rating Scales; *Clinical Diagnosis; Drug Abuse; *Emotional Disturbances; *Etiology; Evaluation Methods; Injuries; *Neuropsychology; Outcomes of Treatment; Self Control
IDENTIFIERS- *Overt Aggression Scale (NEW ID)

This paper addresses the neuropsychological evaluation of impulsive aggression in emotionally disturbed students. Specific complications of organic aggressive syndrome include its unpredictable nature and basis in organic etiology. Characteristically, there is a sudden onset of unprovoked rage and violence accompanied by a drastic change in affect. The most significant functional disorder, post-traumatic stress disorder, is often associated with head injury and increasingly seen as a primary source of substance abuse in adolescents. Determining the site of organic brain damage may require sophisticated medical technology and examination of the role of neurotransmitters. Distinguishing between an organic disorder and such functional disorders as post-traumatic stress disorder and substance intoxication can be difficult. Functional disorders are significantly more amenable to successful treatment than are organic disorders. Criteria of the Diagnostic and Statistical Manual III--Revised for these various conditions are detailed. Also described is the Overt Aggression Scale which allows teachers, parents, and clinicians to provide a quick objective rating of verbal and physical aggression. Includes 33 references. (DB)

ED 326 604 CE 054 708

Peters, Jerry L., Ed.
Summaries of Research and Development Activities in Agricultural Education Completed in the United States of America 1988-1989.
American Vocational Association, Alexandria, VA. Agricultural Education Div.; Purdue Univ., West Lafayette, IN. School of Education.
PUB DATE- Jan 90
NOTE- 149p.; For summaries of 1987-88, see ED 302 734.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- *Agribusiness; *Agricultural Colleges; *Agricultural Education; Agricultural Production; *Agricultural Skills; *Educational Research; Farm Management; Higher Education; *Rural Extension; Secondary Education

This document is the 15th annual summary of research and development in agricultural education in the United States. Authorized by the American Vocational Association, it is intended to show the direction of research in the field; help researchers researchers of efforts; and promote collaboration among researchers on a of efforts; and promote collaboration among researchers on a regional, national, and global basis. The research and development activities completed during 1988-89 are described in 154 abstracts grouped by state and, within state listings, arranged alphabetically by researcher's last name. The research abstracted was conducted under the auspices of institutions in 31 states. Research in progress is cited separately. ERIC accession numbers for previous national summaries are cited, and the names of national editors of the summaries and their institutions also appear. The abstracts are indexed by researcher and by subject. (CML)

ED 326 619 CE 056 322

Delta Pi Epsilon National Research Conference Proceedings (Columbus, Ohio, November 15-17, 1990).

Delta Pi Epsilon Society, Little Rock, AR.
PUB DATE- Nov 90
NOTE- 176p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accounting; *Business Communication; *Business Education; *Business Skills; Computer Assisted Instruction; Desktop Publishing; *Educational Research; Elementary Secondary Education; Employed Women; Females; Graduate Study; Higher Education; Keyboarding (Data Entry); *Office Occupations Education; Research Methodology; Research Utilization; Student Attitudes; *Teaching Methods; Undergraduate Study; Work Experience

These conference proceedings consist of 25 presentations: "Conducting Experimental Research" (Miller) "Conducting Research Overseas: Some Thoughts Based upon Experiences in the United Kingdom" (Scott); "Applying Research to the Classroom" (Wayne); "DACUM: A Competency-Based Curriculum Tool" (Norton); "A Doctoral Research Model" (Bronner); "The ERIC Database: Information for the Asking!" (Wagner); "Research: A Process for Everyone" (Miller); "An Analysis of Business Documents: Negative News Applications" (Bayless); "An Analysis of Communication Effectiveness in Public Accounting" (Cable, Frydman); "An Analysis of the Dictation Practices and Preferences of Today's Business Executives" (Andera); "Assessing the Preparation for Teaching Office Reading Skills" (Schmidt); "A Comparison of Errors Detected: Softcopy vs. Hardcopy" (Joyner et al.); "Development of a Rating Scale for Determining Importance of Ethical Issues in Business" (DuFrene et al.); "Effects of Previous Keyboarding Experience on Student Performance in High School Beginning Keyboarding/Typewriting" (Price, Crank); "How and Why Organizations Are Utilizing Desktop Publishing and the Implications for Business Education" (Perreault, Wasson); "Integrating Academic Content into Business Education: Results from Research in Illinois" (Haynes et al.); "International Business Communication: Perceptions of Importance from Association for Business Communication (ABC) Experts and Nonexperts" (Scott, Green); "Integration of the Computer into the Elementary School Curriculum: A Collaborative Case Study" (Ubelacker); "A Methodology Study Utilizing the Top 40 Misused Similar Words Based on a Ranking of the Top 75 Misused Similar Words Often Confused by Business Communication Students" (Scriven et al.); " A Proposed Analysis of the Interactive Effects between Selected Learner Characteristics and the Method of Instruction--Lecture or Experiential Learning--on Student Cognitive, Communicative and Interpersonal Achievement in Elementary Accounting at the Undergraduate and Graduate College Level" (Seda); "Putting Writing Errors in Context" (Merrier, Duff); "The Quality of Students' Work Experience in Office and Marketing Occupations: School Supervised and Non-School Supervised" (Hopkins); "Student Attitudes toward Male and Female Work Roles" (Prigge); "Study of the Career Development and Aspirations of Women in Middle Level Management Positions in Business Firms" (Wentling); and "Using Computer Spreadsheets for Instruction in Cost Control Curriculum at the Undergraduate Level" (Buergermeister). (YLB)

ED 326 647 CE 056 387

Crisis in the Workplace: The Mismatch of Jobs and Skills. Hearing before the Joint Economic Committee, Congress of the United States, One Hundred First Congress, First Session.

Joint Economic Committee, Washington, D.C.

PUB DATE- 31 Oct 89
NOTE- 208p.; Small type may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Basic Skills; *Economic Development; *Educational Needs; *Education Work Relationship; Elementary Secondary Education; Federal Programs; *Futures (of Society); Government Role; Hearings; *Job Training; Postsecondary Education; School Business Relationship; *Skill Development
IDENTIFIERS- Congress 101st

This document records the oral and written testimony of witnesses at a Congressional hearing about the growing gap between the skills of workers in the United States and the requirements of the workplace and what private industry and government can do about the situation. Witnesses included Senators, Representatives, officials from the Department of Labor, educators, and representatives of business and industry associations. Testimony stated that many workers are not being educated and trained to meet the demands of the jobs that need to be filled. From basic entry-level positions to technicians, engineers, and scientists, workers who can do the job are becoming increasingly hard to find. This skills crisis is becoming a menace to the nation's economic future, according to testimony. A proposal by the Labor Department to improve the situation called for norms for work readiness, credentialing, school-to-work transition programs, and work-based training. Testimony also noted the need for inclusion of minority groups in training to help them participate in the work force more fully. Frustration was expressed with the slow pace at which programs are being initiated to solve this crisis. (KC)

ED 326 662 CE 056 422

Schneider, Sherrie; Brookhart, Donna
Teachers/Industry/Education Partnership.
SPONS. AGENCY- Colorado State Community Coll. and Occupational Education System, Denver.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Exchange Programs; *Internship Programs; Job Skills; *Retraining; *School Business Relationship; Secondary Education; *Teacher Improvement; Two Year Colleges; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Job Shadowing; Partnerships in Education

This resource guide provides information to teachers, business/industry representatives, and local administrators who are interested in working together to update technical/teaching skills of vocational teachers. It contains a purpose, objectives, and a list of activities designed to upgrade teacher occupational competencies. Information for business and industry is then provided, including a survey of businesses regarding desire to participate, tips for creating a successful internship, a sample training agreement, and exit interview form. The "information for teachers" section provides these materials related to an internship: tips for selecting a good site for an internship, tips for a successful internship, schedule for interviewing the person who actually interviews entry-level people in the technical jobs for which the teacher prepares students, a sample daily log, exit interview form, and forms for a curriculum updating plan to be completed after the internship. A data sheet and sample shadow experience are also provided. A final section for teachers contains materials on a teacher/industry representative exchange, including a description of the program and criteria for selection of both teachers and business members. (YLB)

ED 326 678 CE 056 490

Thorpe, Mary; And Others

Effective Study in the Open University: The Human Dimension. Report No. 1.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- Feb 86

NOTE- 22p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Budgeting; *Distance Education; Financial Support; Foreign Countries; Higher Education; Interpersonal Communication; *Retrenchment; *Student Attitudes; Teacher Attitudes; *Tutoring; Tutors; Vocational Education

IDENTIFIERS- *Open University (Great Britain)

During 1985, in-depth interviews were conducted with Open University students and staff to explore their perceptions of studying with the university and, in particular, their reactions to cuts in services. Findings indicated the great importance to students of feeling "in touch with" the university, of making personal contact with its staff and students. The tutor or tutor-counselor was found to have a particularly important role in meeting students' need to be in touch. Tutors had a key function for students as interpreters of the meaning of the course and of what was required in its assessment. Respondents to the Student Opinion Survey ranked the number of tutorials offered as having changed for the worse. High percentages of students also indicated that contact with students and helpfulness of the tutor had changed for the worse. Students were also highly concerned about fees. Two areas of concern for the university were indicated: the possibility of mismatches in the perceptions of staff and students of the value of different forms of communication and the particularly important role of tutors and tutor-student contact, which is progressively being undermined by cuts. (A list of three references and six data tables are appended.) (YLB)

ED 326 740 CE 056 621

Lee, Jasper S.; Westrom, Lyle E.
Health Experiences, Concerns, and Interactions with Effectiveness of Secondary Agriculture Teachers in the United States.
Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.
PUB DATE- 91
NOTE- 36p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Agricultural Education; Chronic Illness; Diseases; Fatigue (Biology); *Health Conditions; Health Needs; Health Promotion; Injuries; *Occupational Safety and Health; Secondary Education; *Special Health Problems; Teacher Attendance; *Teacher Effectiveness; Vocational Education; *Vocational Education Teachers

This publication summarizes the findings of several initiatives in studying the health aspects of secondary agriculture teachers in the United States. The study was specifically conducted to determine the health experiences of secondary agriculture teachers, the health problems that cause them to miss work, their health care concerns, personal variables related to health, and the interaction between health and teacher efficacy. A literature search found most previous studies concentrating on illness rather than wellness, as well as some support for a relationship between teacher absence and lack of efficacy. A questionnaire was developed and administered to a sample of 502 vocational agriculture teachers selected from the 12,053 names listed in the 1987 "Agriculture Teachers Directory," with 303 usable questionnaires returned. Some of the findings are the following: (1) teachers most frequently experienced colds, job stress, fatigue, influenza, headaches, personal stress, teeth problems, eyesight problems, respiratory problems, and depression; (2) teachers averaged fewer than 4 days of absence per year; (3) teachers missed school most for communicable disease or surgery, not for the more frequently reported health problems that tended to be in the emotional or psychosomatic categories; (4) health concerns included job stress, laboratory injuries, circulatory problems, eyesight problems, personal stress, and hearing loss; and (5) although a causative relationship was not found between teacher efficacy and health, the most effective teachers missed fewer school days per year than less effective teachers. (Includes the questionnaire and 34 references.) (KC)

ED 326 802 CG 023 012

Miller, Brenda A.; And Others

Relationship between Women's Alcohol Problems and Experiences of Childhood Violence.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Aug 90
NOTE- 42p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Child Abuse; Family Violence; Females; Locus of Control; *Parent Child Relationship; *Self Concept; *Sexual Abuse; *Victims of Crime

The effects of childhood physical and sexual abuse on the development of alcoholism in women was examined by comparing 127 alcoholic women in treatment with two comparison groups. One comparison group was comprised of 83 nonalcoholic women in mental health treatment or receiving services for battering. The second comparison group consisted of 92 nonalcoholic women selected randomly from households in the general population. Face-to-face interviews were administered to all three samples. The Conflict Tactics Scale assessed both father-to-daughter and mother-to-daughter violence. Childhood sexual abuse was defined as sexual contact before age 18 with someone at least 5 years older and/or sexual contact involving a relative. Alcoholic women were significantly more likely to have experienced father-to-daughter physical violence and verbal aggression than either nonalcoholics in treatment or in the general population. Alcoholic women were more likely to have experienced mother-to-daughter physical violence and verbal aggression as compared to the general population but not as compared to the nonalcoholic treatment group. Alcoholic women were also more likely than either of the comparison groups to have experienced each of three forms of childhood sexual abuse: exposure/invitation, touching/fondling, and intercourse. Finally, alcoholic women were more likely than the general population to have experienced both physical and sexual abuse. Women's descriptive accounts suggest that victimization experiences lead to negative feelings about themselves and their lives, including lack of control, setting the stage for substance abuse as a coping strategy. (Author)

ED 326 817 CG 023 028

Solomon, Daniel; And Others
Cooperative Learning, Intragroup Dynamics, and Student Outcomes.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Aug 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Cooperative Learning; Elementary Education; *Elementary School Students; *Elementary School Teachers; Interpersonal Competence; *Self Motivation; Social Attitudes; *Student Attitudes; Values

This study examined relationships between students' cooperative learning experiences (including both the frequency and quality of their interactions in small groups) and their attitudes toward school; perceptions of the classroom environment; intrinsic motivation; and various social attitudes, skills, and values. Participants (n=756) were teachers and students from 35 third- through sixth-grade classrooms at six elementary schools in three school districts located in the San Francisco Bay (California) area. Small group interaction; student attitudes toward school; student perceptions of the classroom environment; student attitudes and beliefs about learning and cooperative learning; student social attitudes, skills and values; peer relations; social adjustment; self-esteem; intrinsic motivation; and academic achievement were measured through a variety of methods and questionnaires. The findings revealed that students in all classes in all three districts had had at least some experience with small group learning, and that the effects of cooperative learning on students' academic and social development were a function of the quality of the group interaction. These results demonstrate the importance of directly examining interaction processes within groups to improve understanding of the effects of cooperative learning, as well as to help to ensure that cooperative learning is used effectively in classrooms. (NB)

ED 326 833 CS 010 320

Durkin, Dolores

Comprehension Instruction in Current Basal Reader Series. Technical Report No. 521.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 90

NOTE- 52p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Basal Reading; Elementary Education; *Reading Comprehension; *Reading Materials; Reading Research; Story Grammar; *Teaching Guides; *Textbook Content; Textbook Evaluation; Textbook Research

IDENTIFIERS- California State Department of Education; Main Idea

A vast amount of reading comprehension research was reported in the late 1970s and throughout the 1980s. The study reported in this paper used the basal reading programs considered by California for adoption in 1988 as a vehicle for examining how the comprehension research had affected basal materials. Five series that were completely new and that had been issued by influential publishers were chosen for study, and two topics were selected for attention: main idea and story structure. Results revealed that the five series did not turn out to be as different from their predecessors as they appeared to be at first. Four of the five series examined use expository and narrative text indiscriminately when they teach and review main ideas. As a result, the conception of "main idea" that the four series foster is neither clear nor consistent. The series are similar to older programs except that they cover many more topics. Results also showed that all five series teach the components of stories early; and much of what they teach is covered quickly. Additionally, the four series that use narrative text for main idea instruction never relate what is done with stories in the manual sections to what is taught in other sections labeled "story structure." Finally, examination also revealed that expository texts are often referred to as "stories," even though all five series teach and frequently review the nature of "story." Findings suggest that manual segments dealing with main idea and story structure need to be improved. (Three tables and 3 figures of data are included; 36 references are attached.) (KEH)

ED 326 849 CS 010 348

Smith, Carl B.
A Commitment to Critical Thinking.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cooperative Learning; *Critical Reading; *Critical Thinking; Educational Philosophy; Elementary Education; *Reading Research; Thinking Skills

Intended to help teachers define critical thinking/reading and to unfold opportunities and strategies for critical reading, this monograph discusses some of the practical issues that teachers face and summarizes some of the philosophical and psychological questions related to the teaching of critical thinking. Sections of the monograph include: (1) Critical Thinking and Reading; (2) The Social Process of Critical Thinking; (3) Research on the Effects of Cooperative Learning; (4) Promoting Critical Thinking in the Classroom; and (5) Changing Philosophies about Critical Thinking. (Three figures are included; a 32-item bibliography is attached.) (RS)

ED 326 913 CS 507 356

Dennis, Everette E.; Vanden Heuvel, Jon
Emerging Voices: East European Media in Transition. A Gannett Foundation Report.
Gannett Foundation, Arlington, VA.
PUB DATE- Oct 90
NOTE- 112p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Foreign Countries; *Freedom of Speech; *Journalism; *Mass Media; *Mass Media Effects; *Mass Media Role; Mass Media Use
IDENTIFIERS- Czechoslovakia; *Europe (East); Hungary; Media Characteristics; Poland; Yugoslavia

This book-length report is the outgrowth of a fact-finding mission (in July and August 1990) from the Gannett Foundation to Central and Eastern Europe to assess the current state and probable future of press freedom there. The report investigates the condition and needs of the print and electronic media of four countries--Poland, Czechoslovakia, Hungary, and Yugoslavia. It explores the condition of media in the area, offers a country-by-country analysis, and lists the considerable efforts of others from the United States and Western Europe who are already there helping. Following an executive summary, an introduction dealing with the rebirth of free expression in Eastern Europe, and a summary discussing the media and people of the nations of Central and Eastern Europe, the report is in four major sections on Poland, Czechoslovakia, Hungary, and Yugoslavia. Each section discusses the country in context, gives the task force report on that country's media as well as an overview of the media, and lists media contacts. Appendixes contain conclusions and recommendations of the task force, a select bibliography, a brief section on what Americans can learn from Eastern Europe, an inventory of western projects to aid Eastern European Media, and some views of "insiders" on Eastern Europe and the media. (SR)

ED 326 633 CE 056 361

Midwest Research-to-Practice Conference. An Annual Conference in
Adult, Continuing, and Community Education (9th, DE Kalb,
Illinois, October 18-19, 1990).
Northern Illinois Univ., De Kalb. Coll. of Continuing Education.
PUB DATE- Oct 90
NOTE- 166p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Community
Education; *Continuing Education; *Educational Research;
Foundations of Education; Literacy Education; Older Adults;
Postsecondary Education; Research Reports; *Research Utilization;
Teaching Methods

This document contains 24 research presentations: "Adult Continuing Education: Whence Came Our Roots" (Judith Gwinn Adrian); "Faculty Receptivity to Participation in Continuing Education as Instructors, Facilitators, or Group Leaders" (Mary G. Bruning); "A Sound Mind in a Sound Body: The Potential to Enhance Learning in Later Life" (Alicia C. Cosky); "Getting the Horse before the Cart: Determining Continuing Education Needs of Vocational Educators" (John M. Dirkx, Michael E. Spurgin, Ruth A. Lavin, Birdie H. Holder); "Learning Theory Applied to Adults" (Trenton R. Ferro); "A Developmental Approach to Older Adult Learning Needs" (James C. Fisher); "Learning Strategies for Adult Basic Education Students" (James C. Fisher, Larry G. Martin); "Strengthening Relationships between the Missouri Valley Adult Education Association and the Seven States Comprising the Association: An Evaluation Study" (Alan S. Hackel, Mary G. Bruning); "A Graduate Adult Education Program Long-Term Impact Evaluation" (John A. Henschke); "Farm Computer Use and Learning Style" (R. Keith Iddings); "Edward Lee Thorndike: A Case Study in the Political Use of Adult Education Research" (A. Lawrence Jones); "The Group and Matriarchal Consciousness: Contributions toward an Understanding of Gender Differences in the Small, Adult, Learning Group" (Mary Ellen Kondrat); "Adult Self-Esteem Development as a Hidden Curriculum Effect of Vocational Microcomputer Training" (DaeBong Kwon); "The Use of Audio Interaction in a Telecourse Offered by Satellite: Foundations of Adult Basic Education" (Carla Lane, John Henschke); "Perceptual Interaction: A Theoretical Framework for Developing Distance Education Programs" (Rosemary Lehman); "Certainty in Adult Education Research and Practice: Farewell, Descartes" (Leon McKenzie); "Graduate Studies in Adult Education: Past Graduates' Input toward Program Renewal and Excellence" (Charles R. Oaklief); How Family Physicians Learn to Teach Residents" (Kay F. Quam); "Applied Futures Research: A Practitioner's Role" (Lorilee R. Sandmann); "Personal Transformation through Participation in Community Action: A Case Study of Six Leaders" (Sue M. Scott); "Life Transitions and Trigger Events Leading to Participation in a Volunteer Literacy Program" (James E. Snoddy, Marsha DeVergilio); "How Judges Become Expert about Contemporary Issues" (Pat Stein); "The Continuing Professional Education of Corporate Technical Professionals: Reasons, Formats, and Implications" (Susan Whitworth Tait); and "Evaluation Study of New Employee Orientation Program" (Thomas A. Watters). (KC)

ED 326 724 CE 056 593

Steczak, Cheryl W.

The Pennsylvania Vocational Education Internship Program for Working with Special Needs Learners. Final Report.

Pittsburgh Univ., Pa. School of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Jul 88
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Field Experience Programs; Higher Education; *Internship Programs; Practicums; *Preservice Teacher Education; *Special Education Teachers; *Special Needs Students; *Teacher Interns; Teaching Experience; *Vocational Education Teachers
IDENTIFIERS- *University of Pittsburgh PA

An internship project was developed to prepare vocational and special education teachers to train special needs learners in vocational education. The program encouraged better cooperative efforts between vocational and special educators by providing an opportunity for these teachers to consult with and learn about and from one another. During the project, 40 vocational education students and 20 special education students from the University of Pittsburgh worked directly with special needs learners for a 2-week internship in a special needs service agency or vocational school. The project coordinator visited each intern, and the director of the special needs service agency or vocational school supervised them. Each intern planned, conducted, and evaluated vocational education programs for special needs learners. Interns evaluated their teaching experience and demonstrated an increased level of confidence in their ability to work with and to teach special needs learners in vocational education and to prepare them for employment. (Author/KC)

ED 326 785 CG 022 995

Colorado Public School Annual Dropout Rates: Grades Seven through Twelve, 1988-89.
Colorado State Dept. of Education, Denver.
PUB DATE- Feb 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Dropout Rate; *Dropouts; Secondary Education; Secondary School Students
IDENTIFIERS- *Colorado

This report on dropouts provides information on the number of students who have dropped out of Colorado's public schools during the 1988-89 school year. Data were gathered from reports from schools with grades 7-12 that are required to complete an end of year report with counts of students entering and withdrawing. This report includes tables and figures on the following topics: (1) Comparison of Dropout Rates by Grade, 1987-88 and 1988-89; (2) Dropout Rates by Grade, 1987-88 and 1988-89; (3) Count of Student Dropouts by Ethnic/Racial Group, 1988-89; (4) Dropout Rates by Ethnic/Racial Group by Grade, 1987-88 and 1988-89; (5) Dropout Rates by Grade and Sex, 1987-88 and 1988-89; (6) Dropout Rates by Ethnic/Racial Group for Grades 10-12, 1987-88 and 1988-89; and (7) Annual Dropout Rate for Grades 7-12 by School District. Nine questions and answers about Colorado dropout rates are provided. A sample data collection instrument is included. It is noted the dropout rate for the 1987-88 school year was 4.1 percent and for the 1988-89 school year the dropout rate was 4.2 percent. The report concludes that there has been no significant change in the total number of students dropping out of grades 7-12 or the number of retrievals during the 1988-89 and 1987-88 school years. (ABL)

ED 326 786 CG 022 996

ED 326 867 CS 212 579

Tuten-Puckett, Katharyn
Dr. Seuss Is on the Loose! Planning Month-Long Activities Using Dr. Seuss Materials.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Books; Bulletin Boards; *Childrens Literature; *Class Activities; Elementary Education; *Learning Activities; Reading Materials; Reading Writing Relationship; Writing (Composition)
IDENTIFIERS- *Doctor Seuss

This paper contains activities for classes and small groups using 24 Dr. Seuss stories. The rhymes and illustrations can spark creative writing and inspire imaginative bulletin board displays. The ideas and activities presented are useful with most elementary grades by making adjustments for student abilities. Many of the titles contain political issues which can be explored by older students. "The Lorax" looks at environmentalism and is very relevant to students today. "The Sneeches and Other Stories" explores discrimination. "Yertle The Turtle" speaks to totalitarianism, and "How the Grinch Stole Christmas" can be used to discuss the commercialization of holidays. The paper also includes three all-school activities and a brief biography and achievement chronology of Theodore Seuss Geisel (Dr. Seuss). (MG)

ED 326 882 CS 212 595

Doyle, Charlotte L.
Motivations of Young Authors: Why Did Rachel Tell So Many Stories?
PUB DATE- 13 Aug 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990). Best available copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Cognitive Development; Creative Development; *Kindergarten; *Motivation; Preschool Education; Self Expression; *Story Telling; Young Children
IDENTIFIERS- *Story Telling By Children

A study used a case-contrast approach to explore children's multiple story-telling motivation. Kindergarten children were invited to dictate stories during free play once a week. The stories were written down in a book-like pamphlet and later, read to the class during story time. Many children chose this activity but one child, Rachel, told many more stories than the others. Various possible motivations were explored by comparing the case of Rachel with those of her peers. Factors examined included verbal skill, the opportunity to express themes of concern, creating pictures of wish-fulfillment, family constellation, interaction with a valued adult, signs of value and status from adults and peers, discomfort with other activities, the fun of creating humor, progress in cognitive development, and pleasure in exploring the medium. One factor evidenced by Rachel that distinguished her from other steady, but less frequent, storytellers was her zest for exploring various storytelling genres. (Author/KEH)

ED 326 898 CS 212 613

Derks, Peter
The Genius of Shakespeare: A Case History in Content Analysis.
PUB DATE- Aug 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Content Analysis; *Creativity; Creativity Research; Drama; *English Literature; Higher Education; *Models
IDENTIFIERS- *Shakespeare (William)

Shakespeare's genius as a creative playwright can be judged both subjectively and objectively. Cognitive psychology uses specific behavioral measures to assess performance. A product is marked by latency, quantity, and quality. When college students engage in tests of originality, these measures support many theories of creativity. A similar analysis applied to the plays of Shakespeare shows little support for any of the models. A closer look at the content of these plays gives some information about other aspects of creativity, such as novelty and relevance. For example, research has yielded some information on Shakespeare's mixing of emotions to enhance impact. Increased word-play relates to some increased popularity in the tragedies and a tendency toward decreased popularity in the comedies. A still more empirical analysis of content has been developed by C. Martindale. A preliminary application of his procedure has suggested some changes in content with time and some changes in popularity with content. For example, in all the plays the use of words that carry "primary process" connotations of sex, aggression, and the darker side of the human psyche decreased with date of publication. On the other hand, secondary process or cognitive material increased as Shakespeare matured. This content does not, however, relate directly to the contemporary popularity of the plays. Still, with these objective measures subjective hypotheses can be tested for a more complete picture of both Shakespeare and genius. (Three figures are included and 35 references are attached.) (Author)

ED 326 985 EA 022 553

Almeida, Rodolfo

Handbook for Educational Buildings Planning. Educational Building and Equipment 9.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 88

NOTE- 97p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Building Design; Building Plans; *Educational Facilities Planning; Elementary Secondary Education; Facility Inventory; Facility Requirements; *Facility Utilization Research; Program Development; Program Implementation; Research and Development; Space Utilization

IDENTIFIERS- *UNESCO

Stages in the educational facility planning process are presented in this handbook, with a second focus on implementation. Four chapters provide information on the four cycles of the planning process, which include analysis and diagnosis, research and development, planning and programming, and implementation and evaluation. Characteristics of an effective educational building planning policy include adaptation to climatic and topographical conditions, an equally accessible location, implementation according to schedule, and consideration of manpower and resource limitations. The appendix contains an inventory questionnaire. (10 references) (LMI)

ED 327 003 EA 022 591

Fitch, Clarence E.

Chicago School Reform: Who's the Boss?

PUB DATE- Aug 90

NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Responsibility; Citizens Councils; Committees; *Decision Making Skills; Effective Schools Research; Elementary Secondary Education; Group Dynamics; Participative Decision Making; *School Based Management; School Restructuring

IDENTIFIERS- *Chicago Public Schools IL

Decision-making responsibilities of participants in a school based management program in Chicago (Illinois) are discussed in this report. Tension among the local school board council, principal, and professional personnel advisory committee is examined, with a focus on learning decision making skills. Shared decision-making facilitates school-based management which makes ownership and implementation of decisions made by the whole team doable. A conclusion is that "the boss" in Chicago school reform is not a person but a shared decision-making process, which requires participants to be trained in group dynamics and change agentry. A call is made for training school personnel in these skills so that they may share them with parents and community. (31 references) (LMI)

ED 326 693 CE 056 522

Kruidenier, John
Objectives and Content of a Course for Professional and Volunteer Teachers of Adults.
PUB DATE- 9 May 90
NOTE- 19p.; Paper presented at the Annual Conference of the International Reading Association (Atlanta, GA, May 9, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; Adult Reading Programs; Faculty Development; Illiteracy; Inservice Teacher Education; *Literacy Education; Postsecondary Education; Reading Instruction; *Staff Development; Tutoring; *Volunteers; *Volunteer Training

An adult literacy course at Harvard University's Extension School trains professionals and volunteers who teach reading to adults. This 1-semester course consists of weekly lectures and workshops along with a supervised practicum. Students need not be accepted into a degree program to enroll. Clients are self-referrals who pay no fees. Students are provided with an effective strategy to use when teaching an adult to read. Each student applies this strategy while working directly with an adult client in closely supervised tutoring sessions. The strategy consists of a cycle that includes assessing an adult's reading abilities, using this assessment to develop a profile of the adult's strengths and needs, using the profile to develop an effective instructional plan, and using instruction to gain additional information as part of assessment. Each aspect of the teaching process is guided by knowledge of the reading process (components) and what is known about the way in which reading develops (levels). Students first participate in workshops and lectures during which they are introduced to the concepts and strategies. Once tutoring begins, the course consists of one lecture or workshop along with two tutoring sessions each week. (15 references) (YLB)

ED 326 709 CE 056 551

Douglas County Business and Industry Internship Program. Employer Handbook. Teacher/Counselor Handbook.

Douglas Education Service District, Roseburg, Oreg.

PUB DATE- 90

NOTE- 25p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Community Programs; Counselors; Education Work Relationship; Employer Employee Relationship; *Guidelines; *Inservice Teacher Education; *Internship Programs; On the Job Training; Postsecondary Education; Practicums; *School Business Relationship; Teacher Improvement; *Teacher Interns; *Vocational Education Teachers

IDENTIFIERS- *Oregon (Douglas County)

This packet contains handbooks for vocational education teachers/counselors and for employers, outlining the Douglas County (Oregon) Business and Industry Internship Program. The employer packet describes the internship program, explains the payment plan, describes the application and site identification process, provides a list of suggestions for employers, and includes an exit interview form. The teacher/counselor handbook lists the minimum requirements for an internship, suggests ways to find an internship site, provides an agenda for a preinternship meeting with potential business/industry employers, outlines a sample training plan and agreement, suggests activities for the 3-week internship, lists steps for a successful internship, and includes a daily log and an exit interview form. Information on a postinternship curriculum updating plan completes the handbook. (KC)

with a summary of clinical opinion. (Author/ABL)

ED 326 756 CG 022 964

Turner, Barbara F.; And Others
Psychotherapists' Gender Stereotypes: Perceiver Characteristics, Target Age, and Target Sex.
PUB DATE- Aug 90
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Counselor Attitudes; Counselor Characteristics; *Psychologists; *Psychotherapy; *Sex Differences; *Sex Stereotypes

The literature on social cognition and intergroup relations suggests that gender and age are social concepts which, because they are at the same level of abstraction, may produce interactive effects on person perception judgments. The purpose of this study was to explore gender stereotypes that therapists hold about people who differ in age; examine the differences that therapist characteristics such as sex and age make in therapist perceptions of others; and investigate the clinical sex bias hypothesis that psychotherapists subscribe to one standard of mental health for healthy men and adults but hold another, more stereotypically feminine standard for healthy women. The sample used in these analyses comprises 322 clinical members of the American Association for Marriage and Family Therapy and 311 psychologists listed in the National Register of Health Service Providers in Psychology. Subjects completed Broverman's Sex-Role Stereotype Questionnaire and therapists were asked to rate a mature, healthy, socially competent target. The four gender stereotype scales produced three substantial main effects for age of target and only one main effect for sex of target. Although the predominantly middle-aged respondents certainly viewed middle-aged targets positively, age of therapists was unrelated to their perceptions of others. The findings provided no support to the interpretation that clinicians' standards of mental health display a bias against women when judgments of "adult" mental health are used as the ideal standard of mental health. (ABL)

included. (TE)

ED 326 772 CG 022 980

Drug Education: School-Based Programs Seen as Useful but Impact Unknown. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
PUB DATE- Nov 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Alcohol Education; *Drug Education; Drug Legislation; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Program Administration; Program Design; *Program Effectiveness; *Program Evaluation; *Program Implementation; Urban Schools
IDENTIFIERS- *Drug Free Schools and Communities Act 1986; General Accounting Office

Pursuant to a request from a U.S. Senate committee, this document reviews the implementation of the Drug Free Schools and Communities Act of 1986, whose major purpose was to help schools and communities establish drug abuse education and prevention programs. Information gathering efforts were conducted in large urban school districts within five states--California, Florida, Michigan, Ohio, and Texas--and the District of Columbia. Objectives of the review were to identify how school districts use funds, to examine whether educational programs include education on alcohol abuse, to determine how school districts assess program effectiveness, to obtain students' views on the drug education provided, and to identify state and local program officials' views on the Department of Education's program direction. Results showed that school districts used a wide range of approaches in their Drug-Free School programs, and that they used one-half of their funds for counseling high risk students and the rest mostly for training and program development, but that little is known at the local, state, or national level about how effectively these programs reduce or prevent drug and alcohol abuse among students. Appended are: (1) a summary of the scope and methodology of the review; (2) a description and listing of drug education programs and activities in the six urban school districts; (3) an explanation of drug education program evaluations; (4) a summary of student views on the effectiveness of drug education programs; and (5) a list of major contributors to the report. Tables and figures are included. (TE)

ED 326 931 EA 022 453

Odden, Allan
The Changing Contours of School Finance. Policy Briefs Number 15.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Educational Trends; Elementary Secondary Education; Federal Aid; *Finance Reform; Futures (of Society); Public Schools; *School Funds; School Support; School Taxes; State Aid; State Legislation; Tax Allocation
IDENTIFIERS- Arizona; California; Guaranteed Tax Base Plan; Utah

After being placed on the back burner during the 1980s, school finance is again a major issue. In the 1970s, reliance on property taxes created school district disparities because of unequal tax bases. Legislative reforms enacted between 1971 and 1985 had the following characteristics: school finance formulas were revamped; the state role in school, special needs, and urban district funding was increased; and limitations restricting local tax rate control were imposed. One major policy issue left unresolved conerns whether the problem of inequities was in tax base variation (solved by guaranteed tax bases) or in nonmandated per pupil spending. State funding increased from 40 percent to 47 percent during the 1970s and then by 3 percent during the 1980s. Litigation that occurred during the 1980s had three main characteristics: (1) some funding systems were found to be unconstitutional; (2) courts were more restrictive in fiscal disparity magnitudes; and (3) courts emphasized spending differences rather than just the differences between spending and wealth. Over the last two decades a healthy national economy and tax hikes have contributed to increased school funding. The main concern for the 1990s is deciding the best use to make of education revenues; this is best done by analyzing program tradeoffs, education as an investment, and effective allocation of revenue. Three inserts on Utah, California, and Arizona are included. They are: (1) "School Finance in Arizona," by Robert Stout; (2) "California School Finance," by Lawrence Picus; and (3) "Perspective on the Finance of Education in Utah," by Patrick Galvin. (EJS)

ED 326 949 EA 022 498

Brown, Patricia R.
Accountability in Education. Policy Briefs, Number Fourteen.
Far West Lab. for Educational Research and Development, San
Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Accountability; Competency Based
Education; Educational Assessment; Elementary Secondary Education;
*Evaluation Criteria; Outcomes of Education; Performance; Program
Effectiveness; Program Validation; *School Effectiveness
IDENTIFIERS- *Arizona; California; Nevada; Utah

An overview of accountability in public education is presented in this publication. Contents include a review of recent accountability efforts, an outline of a comprehensive accountability model, an analysis of accountability strategies, and a discussion of means for incorporating system indicators into the larger systemic framework. A conclusion is that policymakers face a choice between a bureaucratic-legal and a professional-political strategy model. The former promotes adherence to rules and consistency, yet its focus on goal achievement hinders creativity. The latter's indirect control of the process renders it more vulnerable to inefficiency and misuse. Policymakers must address the accountability process as well as system indicators, examining the interactions among the responsibility of various educational actors, goals, resources, standards, and rewards/sanctions. A special insert includes the following articles: "Nevada's Annual Report Card," by Stanley Chow and Myrna Matranga; "New Accountability for Utah Schools," by Steven T. Bossert; "Accountability in Arizona," by Robert T. Stout; and "California's Role in School Accountability," by Mark Fetler. (5 references) (LMI)

ED 326 967 EA 022 520

Education and Training after the Compulsory Years: Buildings, Equipment and Links with Industry. Report of a Symposium Held in Espoo (Finland, May 14-17, 1990).

Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.

PUB DATE- 90

NOTE- 34p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Building Design; *Educational Facilities; *Educational Facilities Planning; Equipment; Facility Case Studies; Postsecondary Education; School Buildings; School Expansion; Secondary Education

IDENTIFIERS- *Organisation for Economic Cooperation Development

Trends in postcompulsory education are examined and strategies are suggested for effective provision of buildings and equipment in this summary of a symposium organized by the Organisation for Economic Cooperation and Development (OECD) Programme on Educational Building and the Ministry of Education, Finland. Although participating countries' programs are diverse, they are subject to similar challenges, which include a changing economic structure, introduction and development of new industrial technology, changes in employers' expectations, changes in teaching and learning methods, and an increase in the number and diversity of students. The implications of these changes are examined in relation to providing for postcompulsory education and training, with a focus on planning, design, and management. Appendices provide discussions of the economic and demographic context, trends in postcompulsory education, and six case studies. One table is included. (15 references) (LMI)

ED 327 035 EC 232 687

Assessments and Statements of Special Educational Needs: Procedures within the Education, Health and Social Services. Circular 22/89. A CSIE Summary. CSIE Factsheet.

Centre for Studies on Integration in Education, London (England).

PUB DATE- Feb 90
NOTE- 13p.; Photographs will not reproduce.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Agency Cooperation; Compliance (Legal); *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; Foreign Countries; Higher Education; *Legal Responsibility; School Districts; *School Responsibility; *Special Education; *Student Evaluation; Student Placement
IDENTIFIERS- *Education Act 1981 (England); England

This British circular from the Department of Education and Science and the Department of Health reviews how the provisions of the 1981 Education Act, which addresses the making of assessments and statements of special educational needs, have been working and offers additional explanation and advice. The information is organized into the following nine categories: (1) duty of local education authorities (LEAs); (2) assessment under the 1981 Act; (3) statutory procedures under the 1981 Act; (4) ages of children to whom these procedures apply; (5) children with statements of special educational needs at grant-maintained schools, independent schools, non-maintained special schools, and city technology colleges; (6) children in care; (7) language of instruction; (8) service children; and (9) cooperation among education, social services, and health authorities. Also provided are a summary of 10 regulations accompanying the 1981 Act and a summary of what LEAs need to tell parents of children with special educational needs. (DB)

ED 326 605 CE 054 778

Berger, Mark Braddon

Making the Team Approach Work: The Development and Implementation of a Staff Training Program.

PUB DATE- 90

NOTE- 71p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Children; Cooperation; Group Homes; *Interprofessional Relationship; *Management Teams; *Organizational Development; Personnel Management; Professional Development; *Program Effectiveness; *Residential Care; Residential Institutions; *Staff Development; Teamwork

A 10-week training program in a private nonprofit residential treatment program for children and youth was designed to help a treatment team increase its team functioning skills as measured by a pre- and post-training survey of individual and team effectiveness. The treatment program was located in a rural community and served people from eight states. The treatment team consisted of a unit director, two case managers, two residential/recreation staff, two teachers, and two night counselors. The training program consisted of training and workshops developed to facilitate increased team functioning skills. Individual and team functioning increased or remained the same in 45 of 48 average scores calculated for the pre- and post-training measures. The decreases were measured for the areas of expressing feelings, supporting team decisions, and giving feedback to others. Team members' responses on an evaluation form indicated that members viewed the training favorably. Among the recommendations provided to others who want to implement a team rather than departmental staffing pattern were that administrators must ensure adequate time for staff training, training must be conducted at times other than those already designated for meeting time, and child and youth care administrators must support the use of outside consultants in the training program because program staff often pay more attention to outsiders than to other staff members. (The document includes seven references; copies of pretest, posttest, and evaluation instruments; and outlines of the training program's content.) (CML)

O'Malley, Claire; Scanlon, Eileen
Computer-Supported Collaborative Learning: Problem Solving and Distance Education. Centre for Information Technology in Education (CITE) Report No. 75.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Apr 89
NOTE- 26p.; Paper presented at the Computer-Assisted Learning 89 Conference (Surrey, England, April 11-14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Cooperative Learning; *Distance Education; Educational Research; Foreign Countries; *Group Activities; Mathematics Instruction; Open Universities; Peer Relationship; Physics; *Problem Solving; Science Instruction
IDENTIFIERS- *Open University (Great Britain)

Three studies of cooperative problem solving among university students examined how to design effective computer-based support for collaborative learning in distance education. The first was a questionnaire study of 150 Open University students who had participated in three different courses in physics and mathematics. Its aim was to determine students' participation in and preferences for cooperative work in their courses. The main finding was that although students expressed a preference for working alone, many participated in collaborative work in their courses and regarded such activities as helpful. More detailed investigation was needed to determine the nature of collaborative activities in which these students engaged and the ways in which they found them helpful. An observational study of group activities at summer school and a comparison of the use of two different kinds of interface for supporting synchronous cooperative problem solving were then conducted. The characteristics of successful divisions of labor observed in noncomputer-based activities suggested that one issue related to designing computer support for such problem solving is how to design appropriate tools and representations for joint activity. (Appendixes include 28 references and 5 figures.) (YLB)

ED 326 663 CE 056 423

Griggs, Mildred Barnes
Research Priorities and Goals for Vocational Education Personnel Development.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
.
DESCRIPTORS- Delphi Technique; Educational Research; Leadership; Postsecondary Education; *Program Improvement; *Research Needs; *Research Problems; Secondary Education; Surveys; Teacher Certification; *Teacher Education; Vocational Education; *Vocational Education Teachers

The purpose of this project was to identify and gain consensus among vocational educators regarding their perceptions of the most critical research goals and the most critical research problem areas in vocational education personnel development. The Delphi technique was used in the three rounds of the survey. The first round requested lists of the five most critical research goals and the five most critical research problem areas. Analyses identified 50 goal statements and 75 problem areas. In the second round of the survey, participants were asked to identify the 10 most critical research goal statements and 12 most critical research problems. Items selected by 75 percent of the participants were on the survey questionnaire in round three. In round three, there was agreement among 90 percent of the 73 participants on the goals and problem areas. The goals were as follows: (1) clarify the mission and goals; (2) determine appropriate requirements for and effective ways to deliver programs; (3) improve the quality of preservice teacher education; (4) improve the quality of inservice teacher education; (5) improve ability to select, recruit, and retain students into vocational teacher education; (6) improve teacher educator preparation; (7) improve ability to serve special populations; (8) determine requirements for teacher certification; (9) improve professionalism of vocational educators; and (10) improve leader development. (13 references) (YLB)

ED 326 679 CE 056 496

Podgursky, Michael; Swaim, Paul
Job Displacement and Labor Market Mobility. Final Report.
Massachusetts Univ., Amherst. Dept. of Economics.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Feb 90
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; *Career Change; *Dislocated Workers; *Employment Patterns; Family Mobility; Job Layoff; Labor Force; Labor Market; *Occupational Mobility; *Reentry Workers; *Relocation; Semiskilled Workers; Skilled Workers; Wages

A study examined the labor market mobility of displaced workers, using a new data file that matches the January 1984, 1986, and 1988 Displaced Worker Surveys (DWS) to the March Current Population Surveys in the same years. This large database provides information on displaced workers and their families and permits comparison of the geographic migration rates of displaced and nondisplaced workers. Findings were reported in terms of industrial, occupational, and geographic mobility. Major findings included the following: (1) about one-half of displaced workers change industry and occupation following displacement, with most workers who change changing both; (2) reemployment earnings as a percent of predisplacement earnings are substantially lower for workers reemployed in new industries or occupations; (3) skilled craft workers and semiskilled operators have a stronger attachment to industry and occupation than do less skilled laborers; (4) increased job tenure and higher wages on the prior job discourage mobility; (5) male displaced workers have significantly higher rates of geographic mobility than do similar nondisplaced workers; (6) family variables, such as whether a male worker's wife was also displaced, play an important role in family migration decisions; and (7) although the reemployment rate for some displaced workers who move tends to be higher in the short run than for those who do not, there are no significant long-term differences in reemployment rate. (38 references) (KC)

ED 326 803 CG 023 013

Downs, William R.; And Others

Long-Term Effects of Parent-to-Child Violence for Women.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Nov 90
NOTE- 26p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Battered Women; *Child Abuse; *Family Life; Family Structure; *Family Violence; Females; *Parent Child Relationship; Socioeconomic Status; Victims of Crime

The relationships between experiences of parental violence during childhood and the development of alcoholism or victimization by severe violence from a partner in adulthood were examined by comparing samples of women in treatment for alcoholism (N=89), women receiving services for partner victimization (N=94), and a random sample of women (N=99). These relationships were examined in a multivariate model, controlling for childhood socioeconomic status, presence of a parent with alcohol-related problems, number of changes in childhood family structure, race of respondent, current alcohol use (in comparing partner victimization and random samples), and partner violence (in comparing alcoholism treatment and random samples). Face-to-face interviews were administered to all three samples. The Conflict Tactics Scale (CTS) assessed both father-to-daughter and mother-to-daughter relationships. Women in treatment for alcoholism were characterized by higher levels of verbal aggression and moderate violence from fathers as well as severe violence from both parents. Women receiving services for partner victimization were characterized by higher levels of verbal aggression from both parents as well as severe violence from the mother. (Author)

ED 326 818 CG 023 029

Carbone, Dominic J.
Some Stress and Lots of Control: The "No Pain, No Gain" Recipe for Personal Competence.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adjustment (to Environment); Government Employees; *Job Satisfaction; *Locus of Control; Self Esteem; Stress Management; *Stress Variables

This study examined the role of perceived control in mediating the effects of job stress on personal and occupational outcomes, and on enhancing the positive effects of stress on personal and organizational outcomes. Civil service employees working in Child Protective Services in Upstate New York (N=129) completed questionnaires measuring their perceptions of three types of job stress (ambiguity, conflict, and overload) and read three scenarios of job stress relevant to their own jobs, reporting how stressful such a situation was for them when it occurred and the extent to which they felt that they could control the source of stress. Job satisfaction, occupational self-esteem, and psychological adjustment were also assessed. The results indicated that subjects perceived their jobs to be moderately high in stress and low in control. The sample reported overload situations to be the most stressful type of job stress and also seemed to feel the least amount of control over overload situations. In general, the findings indicated that stress from certain categories of job experiences was related to and predictive of the development of some competencies and not others. In all cases where stress was predictive of the development of a competency, perceived control served to mediate the negative effects of stress. Other findings showed that stress was not always associated with a negative outcome and may in certain cases be beneficial. (NB)

ED 326 834 CS 010 333

Flippo, Rona F., Ed.; Caverly, David C., Ed.
Teaching Reading & Study Strategies at the College Level.
International Reading Association, Newark, Del.
PUB DATE- 91
NOTE- 362p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Basic Skills; Higher Education; Reading Improvement; Reading Instruction; Reading Programs; *Reading Strategies; *Study Skills; Undergraduate Students
IDENTIFIERS- Strategic Reading

This book provides a review of the theoretical, empirical, and instructional issues in the field of college reading and study strategies through a careful and systematic examination of the relevant literature. The articles and their authors are, as follows: (1) "Vocabulary Acquisition and the College Student" (Michele L. Simpson and Edward J. Dwyer); (2) "Teacher-Directed Comprehension Strategies" (Sherrie L. Nist and Donna L. Mealey); (3) "Textbook Study Strategies" (David C. Caverly and Vincent P. Orlando); (4) "The Value of Taking Notes During Lectures" (Thomas H. Anderson and Bonnie B. Armbruster); (5) "External Factors That Influence Study" (Victoria J. Risko and others); (6) "Internal Factors That Influence Study" (Victoria J. Risko and others); and (7) "Preparing for and Taking Tests" (David M. Wark and Rona F. Flippo). (KEH)

ED 326 850 CS 010 349

Smith, Carl B.
Teacher as Decision-Maker.
PUB DATE- 91
NOTE- 43p.; Some figures may be difficult to read due to a shaded background.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Classroom Techniques; *Decision Making; *Decision Making Skills; Elementary Secondary Education; Language Arts; Models; *Teacher Characteristics; *Teacher Role
IDENTIFIERS- Teacher Empowerment

The teacher as decisionmaker is a fairly new concept, and yet the choices teachers make--among alternative approaches--affect the attitudes, knowledge, and skills students carry into adult life. This booklet's chapter titles are as follows: (1) New Image for Teachers--Decision-Maker; (2) Decisions Teachers Make; (3) A Rational Model; (4) Planning Decisions; (5) Interaction Decisions; (6) Evaluation Decisions; (7) Principles that Guide Decision-Making; and (8) Making It Work. (Nine figures are included; a 34-item annotated bibliography of documents and journal articles in the ERIC database is attached.) (RS)

ED 326 986 -EA 022 554

Vickery, David S.
A Facilities Design Guide. Educational Buildings and Equipment 10.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Architectural Programing; *Building Design; Building Innovation; Building Plans; Child Development Centers; Design Requirements; Early Childhood Education; *Educational Facilities Planning; Elementary Secondary Education; Facility Guidelines; *Facility Utilization Research; Foreign Countries; School Buildings; Space Utilization
IDENTIFIERS- *UNESCO

The means of providing inexpensive educational facilities for early childhood care and education are presented in this report, which attempts to increase understanding of functional requirements and resource constraints. Contents include a discussion of child development relevant to physical facilities and specific accommodation requirements for care (health and nutrition), education, and management (personnel and supply). The final chapter offers innovative strategies for assimilating these components in an early childhood development center and suggests how these alternatives can be matched with available resources. References accompany each chapter. Fifty figures contain examples of facilities from different countries. (LMI)

ED 327 019 EC 232 666

Developmental Speech and Language Disorders: Hope through Research.
National Inst. of Neurological and Communicative Disorders and
Stroke (NIH), Bethesda, Md.
PUB DATE- Mar 88
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Brain Hemisphere Functions; Clinical Diagnosis; *Communication Disorders; Communication Research; Early Intervention; *Etiology; Expressive Language; *Handicap Identification; Hearing (Physiology); Incidence; *Intervention; Language Acquisition; *Language Handicaps; Parents as Teachers; Physical Development; Physiology; Prenatal Influences; Receptive Language; *Speech Handicaps; Speech Pathology; Speech Therapy
IDENTIFIERS- National Institutes of Health

This pamphlet presents an overview of speech and language disorders including a description of symptoms, possible causes, identification, intervention, and current research. Description of the disorders includes examples of symptoms; the four components and the physical tools of speech; and the role of the brain, including its hemispheres, problems during maturation, and its language centers. Examples are given of speech disorders (phonological impairment, verbal dyspraxia, and dysarthria); language disorders (form errors, content errors, and use errors) and expressive and receptive language disorders. The concept of delay versus disorder is discussed. The process of handicap identification is described, noting conditions which must be ruled out and stressing the importance of early identification and intervention. Current methods of therapy are described, and research is cited indicating that speech disorders may be outgrown by adolescence but that difficulties involving language use may persist into adulthood. Ongoing research involves investigation of differences in brain organization, investigation of the genetic connection, and the use of computers to train children with language impairments to process speech and language more rapidly. Seven organizations are listed to write or call for additional information. A chart of language milestones for ages one through six is also provided. (BRM)

(Author/KC)

ED 326 725 CE 056 595

van der Kamp, Max
Aging and Adult Education: A Challenge for Adult Educators.
PUB DATE- 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Aging (Individuals); Continuing Education; Educational Gerontology; *Educational Needs; *Educational Policy; Educational Research; Enrollment Influences; Foreign Countries; *Lifelong Learning; *Older Adults; Participation; Policy Formation; Retirement
IDENTIFIERS- *Netherlands

By the year 2000, at least 20 percent of Europeans will be over 60 years old. As the labor force ages, older employees will have to contribute more to the productivity of organizations. Due to rapid technological changes, more retraining will be required. Education can fulfill important functions for older adults, but their learning style must be taken into consideration. To get insight into participation in and the need for education, recent data comparing 100 people over age 50 to 299 people under 50 in the district of Middle Limburg in the Netherlands were analyzed. Thirty-five percent of those over 50 have pursued educational activity in the previous 5 years compared with 50 percent of those under 50. Motives to participate are personal growth and better understanding of societal developments. Reasons for nonparticipation are lack of time and being too old. A strong relationship between participation and former education exists. Older adults with more education more often enter courses. The variety of provisions for education for older adults is reflected in a fragmented financing system, ad hoc structure, and incompatible cultures. A policy for education for the elderly needs to be developed that anticipates adequately the challenge for lifelong learning. (14 references) (YLB)

questionnaire and 34 references.) (KC)

ED 326 741 CE 056 625

Job Skills Education Program. Final Technical Report.
Florida State Univ., Tallahassee. Center for Educational Technology.; Ford Aerospace Corp., Newport Beach, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 30 Apr 90
NOTE- 489p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Adult Basic Education; *Basic Skills; *Computer Assisted Instruction; Computer Managed Instruction; *Curriculum Development; Curriculum Guides; *Job Skills; *Military Training; Occupations; Program Implementation; *Vocational Education
IDENTIFIERS- *Job Skills Education Program

This publication provides materials developed by a project designed to transfer a U.S. Army computer-based basic skills curriculum to applications in the vocational skills development of civilian adults. An executive summary of the final report describes the Job Skills Education Program (JSEP), which teaches academic skills that support vocational training. A technical report describes the range of activities in developing JSEP for use in a civilian environment and demonstrating its effectiveness. A lesson-by-lesson description of the curriculum, which addresses 167 skills, is provided. Contents are further divided into separate volumes. Volumes I and II chronicle individual tasks from the project. Volume III provides an overview of the project procedures and outcomes. These volumes describe the military-to-civilian conversion project. Volume IV is the JSEP Implementation Handbook. It describes the JSEP instructor's roles and responsibilities, JSEP lessons, software and hardware for MicroTICCIT--the computer system on which the civilian version of JSEP runs, courseware operations, and evaluation methods. Extensive appendixes provide prescriptions for 20 occupations, civilian job equivalents for military jobs, sample reports from the student management system, and a glossary. Volume V is a detailed report of the project pilot test conducted in White Plains, New York. Volume VI provides information regarding the availability of JSEP and the hardware and personnel training required for implementation. (YLB)

ED 326 786 CG 022 996

Conyne, Robert K.
A Context for Organizational Consulting in Counseling Psychology.
PUB DATE- 12 Aug 90
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; *Consultation Programs; Counseling Services
IDENTIFIERS- *Counseling Psychology

Counseling psychologists have become increasingly active as consultants. However, the counseling psychology specialty historically has shown little concerted interest in consultation. Consequently, counseling psychologists have approached consultation through the conceptual lenses of their training and experience in counseling, psychotherapy, and teaching. As a result, much consultation is delivered by practitioners using models and skills from related areas, but not directly from concepts in the consultation literature. The human-development consultation system is divided into four basic premises: (1) it is a cyclical, collaborative problem-solving process; (2) it is administered to a consultee or consultee system to advance role effectiveness so that the client is served more proficiently; (3) organizational settings provide the greatest potential to maximize broad human development and prevention goals; and (4) long-term consultations afford the best opportunity for providing enduring change in organizations. The future of consultation in counseling psychology practice is equivocal, at best, although some current signs appear promising. While definitions of consultation exist, conceptual clarity and excellent, detailed examples are in short supply. (ABL)

ED 326 868 CS 212 580

Cotton, Rickey A.

The Religious Dimension in Recent Notable Adolescent Novels.

PUB DATE- Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescent Literature; Adolescents; English Instruction; Language Arts; *Literature Appreciation; Novels; Public Schools; *Religion; Religious Factors; Secondary Education; Student Reaction

A study examined notable contemporary novels published for adolescents to determine the extent of religious concerns and issues in the critical dialogue. Twenty-four novels published for adolescents on Donelson and Nilsen's Honor Listing for 1982-86 were examined. Eleven of these novels were found to have a strong religious dimension, indicating that not only is religion a significant aspect of the protagonist's milieu, but also that the protagonist is strongly involved in religious issues or situations. The religious contexts vary dramatically, including, as examples, contemporary witchcraft, Eskimo pantheism, the African "mystery tradition," and traditional Protestant and Catholic spiritual experiences. Additionally, four novels were found to have a moderate religious dimension, indicating that while religion is a significant aspect of the protagonist's milieu, the protagonist is not strongly involved in religious issues or situations. Nine novels had little or no religious dimension. These findings suggest that quality adolescent literature requires a response to the religious dimension. Literature teachers in public schools should recognize the validity and importance of religious issues in the literature as well as in the lives of their students, without promoting or denigrating specific religious orientations in their instruction. (One table containing categories of novels is included; 18 references are attached.) (KEH)

ED 326 883 CS 212 596

Best, Linda; And Others
A Practical Alternative to Holistic Grading: One Proven Method.
PUB DATE- Dec 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Evaluation Methods; Freshman Composition; Higher Education; *Rating Scales; Writing Difficulties; *Writing Evaluation; *Writing Skills
IDENTIFIERS- State University of New York Coll at Geneseo

The grading standard of the Language Skills Center at the State University of New York (Geneseo) has been adapted from the Diederich-French-Carlton Composition Scale and is designed so that instructors may respond objectively to student writing in six important areas: ideas; organization; vocabulary; sentence structure; punctuation; and capitalization. In addition, the scale is divided into two main concerns. The two parts of the scale complement each other and stress, first, the communication of ideas and the reactions to those ideas and, second, the editing and revision of the essay for the niceties of conventional grammar. For the writer the scale provides an objective, clearly defined editorial voice which pinpoints concrete areas of strengths and weaknesses that can be readily comprehended. The instructors retain their humanistic approach, but the response is supported by obvious and understandable guidelines which suggest a common and shared method of effective communication recognized by both instructor and student. The main advantage of freshman testing using a writing sample scored on an analytical scale is the feedback provided: when a student enters the classroom, instructors (using the six categories) know what his or her writing weaknesses are. Another advantage is the practice of reading in pairs, which helps cut down on reader fatigue and ensures more objective grading. The only disadvantage is the cost and time involved to rate the papers; on balance, however, this method effectively identifies students with writing difficulties and provides direction for their instruction. (MG)

ED 326 914 CS 507 357

Christ, William G.
The Broadcast Model Curriculum Project: *Developing National Models.*
PUB DATE- Nov 90
NOTE- *20p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).*
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Core Curriculum; *Curriculum Design; *Curriculum Development; Curriculum Research; *Demonstration Programs; Higher Education; Mass Media; Objectives; Speech Communication; Surveys*
IDENTIFIERS- *Broadcast Education Association; Task Force Approach*

This paper discusses the Broadcast Education Association's Model Curriculum Project and traces the attempts of the task force to develop national models. The focus of the paper is on mission statements, professional orientations of departments, and core courses. Though diversity is celebrated, the paper argues that model programs must grapple with how professionally oriented they see their mission and how they define what is fundamental about the field through core courses. The paper concludes by presenting questions arising from a second project as an alternative way of framing the dialogue about model curricula. Sixteen references are attached. (Author/KEH)

ED 327 004 EA 022 592

McGrevin, Carol Z.
A Community of Learners: New Roles for Administrators and Teachers in Organizational Renewal.
PUB DATE- Oct 90
NOTE- 20p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Educational Cooperation; Elementary Secondary Education; Enrichment Activities; *Mathematics Achievement; Partnership Teachers; Professional Development; Shared Resources and Services; *Staff Development; Teacher Role
IDENTIFIERS- *Texas (Dallas); *Texas (Fort Worth)

A cooperative staff development project, between three school districts and Texas Christian University, to change teachers' instructional behaviors and improve student achievement in mathematics, is described in this report. Part 1 outlines the operational nature of the project and part 2 focuses on the changing roles of teachers, administrators, and university personnel in school renewal. Role changes include teachers as learners, principals as facilitators, and decreased dependency on university advisors. Program outcomes include a reported improvement in student attitudes and mathematics achievement, increased teacher empowerment, and altered teaching behaviors. Recommendations are made for support by high ranking administrators, development of a sustaining school culture, and understanding of the purpose and implications of the innovation. (5 references) (LMI)

ED 326 620 CE 056 323

Financing a College Education. Money Management.

Household International, Prospect Heights, IL. Money Management Inst.

PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Bound Students; College Students; Consumer Education; Credit (Finance); *Educational Finance; Financial Needs; Financial Support; Higher Education; Loan Repayment; *Money Management; Parent Financial Contribution; *Paying for College; Secondary Education; *Student Costs; *Student Financial Aid; Work Study Programs

This booklet provides guidance for students and families who seek help in meeting college costs. It begins with guidelines for developing a funding strategy, with tips on how to calculate amount needed and planner's net worth and including sample budget forms and balance sheets. This section is followed by descriptions of the investments considered most suitable for college savings. The next section covers borrowing from retirement plans or by taking out home equity loans. Information on types of investments available in Canada only is included. The next section contains information for high school students on ways they can meet some of the costs themselves. It systematically explores the types of financial aid offered by the federal and state governments, colleges, businesses, and community groups, including scholarships, grants, work study programs, and loans. Cooperative education, tuition reimbursement plans, and other ways to reduce the burden of college costs are then discussed. Money management for college students is addressed in a section that focuses on day-to-day expenses, setting up a financial plan, checking accounts, credit cards, and managing consumer credit. A final section looks at financial concerns after graduation, such as repaying student loans, avoiding default, and creating a new financial plan. A glossary and two lists of suggested resources, one for organizations and the other for print materials, are appended. (YLB)

ED 326 851 CS 010 351

Flippo, Rona F.
How To Help Grow a Reader.
Fitchburg State Coll., Mass.
SPONS. AGENCY- Massachusetts Teachers Association, Boston.
PUB DATE- 82
NOTE- 26p.; For other booklets in this series, see CS 010 352-354.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; Learning Activities; *Parent Participation; Parents as Teachers; Parent Student Relationship; Prereading Experience; *Reading Readiness; *Reading Skills
IDENTIFIERS- Informal Learning; Reading Motivation

Designed for parents who want to know what they can do to help their child have a good start in developing prereading skills and early reading development, this booklet provides parents with information that will help them give their child a maximum opportunity for success in reading. The booklet includes a list of reading readiness skills, suggestions for some developmental activities, suggestions on how to read a book to children, and answers to some common questions about reading. (RS)

Retelling: An Effective Teaching Practice--A Powerful Evaluation Strategy.

Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 89
NOTE- 60p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; Elementary Secondary Education; Foreign Countries; Language Arts; *Learning Strategies; Learning Theories; Reading Writing Relationship; *Student Evaluation; Teaching Methods; Writing Across the Curriculum; *Writing Skills
IDENTIFIERS- Australia (Tasmania); *Retelling

This booklet, based on the classroom work and experiences of 12 teachers in Australia, analyzes text retelling as a language developing process and illustrates effective procedures and activities successfully used in the classroom. The booklet contains eight sections: (1) What is Retelling?; (2) Retelling and Language Learning; (3) Using Retelling across the Curriculum; (4) Using Retelling for Evaluation; (5) Retelling in Practice; (6) Some Concerns Raised by Teachers; and (7) Retelling Works Best When... The eighth section, Teachers' Articles, includes the perspectives and insights of nine teachers who have incorporated retelling in their reading and writing lessons. (KEH)

Lumsden, Linda S.
HIV/AIDS Education: The Challenge of Reducing High-Risk Behaviors.
Oregon School Study Council, Eugene.
PUB DATE- Nov 90
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescent Development; *At Risk Persons; Disease Control; *Health Education; Health Needs; Health Services; High Schools; Prevention; Sex Education; Sexuality

Challenges inherent in providing AIDS/HIV education programs to reduce student involvement in behaviors that place them at risk are examined in this bulletin. Chapter 1 highlights some of the limitations of many existing programs and offers strategies for strengthening educational efforts. Chapter 2 explores some of the factors that affect whether students' knowledge of AIDS/HIV will have an impact on their attitudes and behaviors. Finally, some general guidelines are offered in chapter 3 to help educators determine what kind of information students may be ready to cope with at various ages. Two statistical tables and a bibliography listing 51 references are included. (LMI)

ED 326 968 EA 022 521

Franklin, David L.; And Others

The Constitutionality of the K-12 Funding System in Illinois. Volume II: 1990 Supplement, with a Note on "Abbott v. Burke." MacArthur-Spencer Series Number 15.

Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jul 90
NOTE- 110p.; Part of the MacArthur/Spencer Special Series on Illinois School Finance. For Volume I, see ED 295 293.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Constitutional Law; Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Equal Protection; Financial Policy; State Courts
IDENTIFIERS- *Illinois

The results of new and/or continued litigation challenging the constitutionality of state school financial systems since the publication of the first volume of this study, which examined the history of such litigation from 1912-1971, are presented in this second volume. Recent cases illustrate two trends: the increase in the number and expediency of judicial cases; and the use of adequacy and efficiency as new major lines of reasoning. Analysis of cases is applied to the Illinois system of state aid, and common characteristics are identified and used to predict the likely outcome of a similar challenge to the Illinois judicial system. Appendices include information on upheld and overturned state school finance systems and a note on "Abbott v. Burke." (41 references) (LMI)

ED 326 606 CE 055 032

Labor's Role for Upgrading Literacy in the Workplace.
Indiana State AFL-CIO, Indianapolis.
SPONS. AGENCY- Indiana State Dept. of Employment and Training Services, Indianapolis.
PUB DATE- 90
NOTE- 10p.; Attachment A, a directory of local literacy education agencies in Indiana, is not included in this document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Collective Bargaining; Cooperative Programs; Corporate Education; Educational Needs; Employer Attitudes; Employer Employee Relationship; *Labor Education; *Literacy Education; Program Development; Program Improvement; Quality of Working Life; *State Programs; Union Members; *Unions; Work Environment
IDENTIFIERS- *Indiana; *Workplace Literacy

Successful workplace literacy programs involve unions. Support for education and training has long been a part of organized labor's history. Current initiatives are an expansion of union interest and activity in this area. Many unions have negotiated significant financial resources for workplace education as a part of collective bargaining agreements. Unions and employers have realized that raising workers' basic skill levels can benefit the employer, the union, and the individual worker. Collective bargaining agreements provide financial support for workplace education while protecting the rights of individual workers. Although today's corporate climate calls for increased investments in worker education, too many employers are unwilling to invest in training of any kind. Employers are encouraged to: (1) commit the financial resources necessary to keep workers' skills current; (2) build on the existing knowledge and skills of their employees in planning workplace literacy programs; (3) involve workers and unions from the start as equal partners; and (4) integrate the educational process and the job content. Resources that can help companies and unions develop programs may be found in local school districts, state education departments, colleges and universities, nonprofit literacy groups, community-based organizations, for-profit organizations, private industry councils, and local and state libraries. (SK)

ED 326 634 CE 056 363

Status Report on Female Completers in New Jersey Vocational Education 1990.
Montclair State Coll., Upper Montclair, NJ. Life Skills Center.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 90
NOTE- 40p.; For status reports for other years, see CE 056 364-367.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Employment Opportunities; Employment Patterns; *Employment Projections; *Females; *Graduates; Males; *Nontraditional Occupations; Occupational Aspiration; Postsecondary Education; Secondary Education; Sex Fairness; *Vocational Education
IDENTIFIERS- *New Jersey

The New Jersey Occupational Information Coordinating Committee's statistics for average annual predicted job openings for program year 1989 are given in this report, along with the New Jersey Division of Vocational Education completers' statistics for the 1988-89 school year. The numbers of male and female completers of secondary programs for each of the 29 job categories studied is also presented. From this information, comparisons are made of male/female completers. (For this report, a nontraditional program for women is defined as one in which most of the participants are men and a nontraditional program for men is the opposite.) Further comparisons are made of the total numbers of people trained at the secondary, postsecondary, and proprietary school levels and the predicted annual job openings. Job categories presented are automotive body repair, automotive mechanic, bank clerk, bookkeeping and accounting, building maintenance, cabinetmaking and furniture making, carpentry, child care worker, clothing manufacturing, commercial art, computer operator, computer programming, cosmetology, data entry keyer, drafting and design, electrical and electronic technology, electrical equipment repair, electrician, food marketing, food service, graphic arts, health aide, heating and cooling mechanic, licensed practical nurse, machinist, office occupations, plumbing, sales and purchasing, and welding. No significant changes are reported in nontraditional completions, indicating that strong stereotypes still exist in most fields. (KC)

ED 326 694 CE 056 523

Burrell, Lewis P.

A Study of the Pedagogical and Technological Training Needs of Northeast Ohio Vocational Educators.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

PUB DATE- Oct 90

NOTE- 48p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 17-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; *Educational Needs; Home Economics; *Inservice Teacher Education; Marketing; Postsecondary Education; Secondary Education; *Teacher Improvement; *Teaching Methods; *Technological Advancement; Trade and Industrial Education; Vocational Education; *Vocational Education Teachers; Work Experience Programs

IDENTIFIERS- Ohio (Northeast)

A Pedagogical and Technological Survey Instrument (PTSI) was administered to determine whether an inservice training need existed for upgrading and modernization of vocational educators in the vocational pedagogical and technological service areas. The PTSI was mailed to 120 individuals with district program responsibilities; 83 responded. Collected data were used to report the extent and immediacy of the training needs. The top two pedagogical training needs were updating of teaching methods and technology in the classroom. The top two technological needs for each of the vocational service areas were new technology updating and chemical applications (agricultural education); microcomputer applications and desktop publishing (business education); new technology updating and nursing home care (health occupations education); new legislation and human relations, careers and families (home economics); computer-assisted design and manufacturing applications, computer-controlled equipment (high technology); computerized cashiering and banking, new technology updating (marketing education); on-the-job training, instructional strategies for the disadvantaged (occupational work experience); and electronic and computer repair, laboratory curriculum guide updating (trade and industrial). (Twenty-five references, the PTSI and data tables are appended.) (YLB)

ED 326 710 CE 056 553

Chene, Adele
Competence and Love, an Antidote to Ageing.
PUB DATE- 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (39th, Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Educators; *Aging (Individuals); Competence; Educational Research; Foreign Countries; Love; *Older Adults; Teacher Attitudes; Teacher Response; *Teacher Student Relationship

An empirical study aimed at understanding the relationship aspect of older adult education focused on the perspective of the practitioners. Interviews were conducted with 14 groups of subjects composed of four older adults and one practitioner who had all been involved in learning activities together. Participants were invited to clarify their positions about learning, working with older adults, and establishing a rapport with older learners. Two broad categories of analysis were used to identify meaningful statements: learning, and being with older learners. Four subcategories of being with older learners were identified. In the first two, the role of "the lovable/loving person" and the role of "the competent person" were stressed by the practitioners. The perspective was reinforced with the other two subcategories: keeping in touch, and the older person as a factor in practitioner self-development. An exchange of roles by practitioners and learner was suggested. Competent practitioners were found to present themselves as engaged with the older learners in the same learning process. The role of the practitioner was also seen as being restorative. Competence and love were identified as an antidote to aging. (5 references) (YLB)

ED 326 757 CG 022 965

Pomerantz, Sherry C.; Vergare, Michael J.
Sexual Behaviors and AIDS Concerns among Young Adult Heterosexual Males.
PUB DATE- 12 Aug 90
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Patterns; *Blacks; Community Colleges; Knowledge Level; *Males; *Sexuality; Two Year Colleges; Two Year College Students

As the human immunodeficiency virus spreads beyond homosexuals and intravenous drug users into the heterosexual community, there is heightened interest in the sexual behavior of sexually active young adults. There is little information on young adult black males, who may be at increased risk, since blacks in this country are contracting Acquired Immune Disease Syndrome (AIDS) at a rate higher than their proportion of the population. This study examined sexual behavior of a sample of heterosexual, sexually active, young adult, black male community college students (N=94), including condom use, length of time sexually active, number of sexual partners, sexual knowledge, and AIDS knowledge. The sample represented a lower middle class, upwardly mobile group. Subjects were knowledgeable about AIDS and generally knew that condoms could protect them from a virus. They were sexually active, although their activity varied a great deal. Knowledge about AIDS and about sexual physiology were not related to concerns about contracting AIDS or to condom use for this sample, nor were high risk behaviors or amount of sexual activity. The young men in this sample did not increase condom use as a result of learning about AIDS. Findings suggest that education about AIDS and condom use is not leading to desired changes in behavior. (ABL)

ED 326 773 CG 022 981

Weed, David S.
Providing Consultation to Primary Prevention Programs: Applying the Technology of Community Psychology.
PUB DATE- 11 Aug 90
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990). Tables 1-3 and 5 contain semi-legible print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; Community Coordination; Community Health Services; *Community Psychology; Consultants; *Consultation Programs; *Prevention; Program Design; *Program Development; Program Evaluation; Program Implementation; Social Psychology; *Technical Assistance; *Youth Programs

Nationwide attention to the problems of teenage pregnancy and suicide, Acquired Immune Deficiency Syndrome (AIDS), substance abuse, domestic violence, child abuse, dropping out of school, and other conditions is resulting in a proliferation of primary prevention programs, projects, and activities. In too many communities, however, the growth of prevention programs on the local level takes place with little access to technical advice or assistance with program design, implementation, or evaluation. Community psychologists can play a key role in providing technical assistance with newly developing primary prevention efforts endeavoring to: (1) discern the characteristics of the general population and identify specific populations at risk for developing disorders; (2) plan effective strategies within the available resources; (3) communicate specific information to target populations and to those in direct contact with target populations; and (4) systematically evaluate the success of each effort over time. A community psychologist who has provided consultation to numerous prevention programs in one Northeast community, including the formation of a coalition to coordinate efforts, outlines eight steps in the process of assisting these groups. Tables are appended and references are included. (TE)

ED 326 835 CS 010 334

Sanacore, Joseph
Encouraging the Lifetime Reading Habit.

PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Literature; Childrens Literature; Elementary Secondary Education; Reading Attitudes; *Reading Habits; *Reading Interests; *Reading Materials; *Recreational Reading; Teacher Effectiveness
IDENTIFIERS- Educator Role; *Lifelong Readers; Reading Motivation

Educators must accept the challenge of encouraging the lifetime reading habit in school. Students who are surrounded with books, newspapers, magazines, and other materials will be tempted to browse and to read from these sources. When selecting materials for the classroom, educators should work closely with the library media specialist who is usually aware of a wide variety of materials that are well-matched with students' interests and needs. This positive experience with reading builds independence and self-esteem, both of which are important for creating lifelong readers. After educators clutter the classroom with reading materials, they must give students the opportunity to read for pleasure in the classroom. By providing them with time to read in school, educators are sending students a message that lifetime literacy is a major instructional activity. A language arts educator should also be concerned with promoting and supporting the value of lifetime literacy across the curriculum. One way of supporting this challenge is to guide content area colleagues to include independent reading in their classroom for sustained blocks of time. The reading habit should be encouraged throughout the school year through methods such as reading aloud, booktalks, pairing young adult literature with traditional literature, and pairing of authors who are similar in their writing styles or themes. (A model of a student's yearlong schedule that includes independent reading is included, and 17 references are attached.) (MG)

ED 326 915　　　　CS 507 358

Kamalipour, Yahya R.

Broadcast Education: Fighting the Trade School Image.

PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Career Education; Educational Objectives; *Education Work Relationship; Higher Education; *Mass Media; *Relevance (Education); Undergraduate Students
IDENTIFIERS- *Broadcasting Curriculum; *Media Education

A number of misconceptions exist concerning broadcast education. Professional broadcasters often complain that broadcast students receive too little "hands-on" training, while academicians decry current broadcasting programs which do not challenge the students intellectually. In addition, broadcast students have their own set of expectations based on the view that college education is primarily a training ground for gainful employment. Most broadcast educators realize that, in the midst of the information age, students of mass communication must not only acquire a broad liberal arts education but must also be exposed to the cultures, politics, and problems facing other nations. Only those media students who clearly understand and appreciate the enormous power and influence of the mass media can succeed in becoming responsible producers, directors, reporters, writers, announcers or performers. A recent national survey of broadcast education programs indicated that most are carefully designed to offer students a balanced practical and theoretical experience. The "trade-school image" of broadcast education is simply an unfortunate misconception. (RS)

ED 326 932 EA 022 455

Thompson, David C.; And Others
Fiscal Equity in Kansas under the School District Equalization Act: Consultants' Analysis on Behalf of Turner U.S.D. 202 in "Mock v. State of Kansas."
University Council for Educational Administration, Manhattan, KS. Center for Education Finance.
PUB DATE- Aug 90
NOTE- 135p.; Appended computer-generated tables and graphs will not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; Equalization Aid; Finance Reform; Financial Policy; *Fiscal Capacity; Resource Allocation; State Aid
IDENTIFIERS- *Kansas

The effect of the School District Equalization Act (SDEA) on school financing in Kansas is analyzed in this report. Included is a discussion of the context of the present legal action, a description of the present statutory scheme and evaluation framework, a longitudinal statistical assessment of the SDEA in relation to the entire state and differences among enrollment categories, an application of the findings to the current legal debate, and an analysis of the SDEA's effect on Turner school district, which is challenging the equity of the plan. A conclusion is that the SDEA places Turner school district in an inappropriate enrollment category by stressing efficiency measures rather than educational needs, which creates unequal opportunities. Recommendations include increasing the state's share of district educational budgets and the restoration and reexamination of the SDEA. Appendices include one-factor ANOVA, Pearson correlation coefficient and regression analysis, and mean-based statistical data for the 1983-84 and 1988-89 school years. Fifteen tables are included. (20 references) (LMI)

ED 326 987 EA 022 555

Kennard, Albert L.; Griffin, James M.

The New Professor of Educational Administration: Utilizing Retired School Administrators.

PUB DATE- Aug 90
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; College Faculty; *Educational Administration; Elementary Secondary Education; Higher Education; Professors; *School Administration; Teacher Educators

The importance of utilizing retired school administrators as professors of educational administration and supervision is discussed in this paper. Observations based on personal experiences about making the transition from practicing school superintendent to college professor are offered. The professorial role is characterized by isolation from other academicians and educational practitioners, lack of automatic access to information, interaction with students who may devalue administrator education courses, and realization of the "constraints of reality" in regard to expectations for students. A recommendation calls for the development of a close theory-practice relationship in administrator education through exchanges between school systems and universities. (LMI)

ED 327 036 EC 232 688

Morocco, Catherine Cobb; And Others

Teaching Children To Write with Computers: Comparing Approaches. The Writing Project. Technical Report No. 1.

Education Development Center, Inc., Newton, Mass.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Oct 85

NOTE- 31p.; For related documents, see EC 232 689, ED 296 492, and ED 319 181.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; Intermediate Grades; *Learning Disabilities; Personal Autonomy; Program Effectiveness; Student Motivation; *Teacher Role; *Teaching Methods; *Word Processing; *Writing (Composition); *Writing Instruction

This report presents first year (1984-85) findings of The Writing Project, a 2-year school-based study of the use of word processing to improve learning-disabled children's writing skills. Emphasis is on how remedial teachers can integrate computers into their writing activities in resource rooms and classrooms. Based in three Massachusetts school districts, the project focused in the first year on intensive observation of 14 fourth-grade children as they wrote with word processors. The study found that the computer aided the child's sense of ownership, of being in control and "authoring" the writing, and of his/her involvement in writing. Teachers brought three different approaches to teaching writing with a computer: skill building; guided writing; and strategic. The strategic approach, which provided students with strategies for managing the writing process, appeared to result in the highest level of student involvement and independent work. The skill building approach resulted in the least positive impact on students' involvement and sense of ownership. A model environment for teaching writing with computers is proposed, guided by such principles as the basic capability of learning-disabled children as "authors" and the use of writing strategies that keep the child in control. Includes 21 references. (DB)

ED 326 649 CE 056 395

Military Training. Its Effectiveness for Technical Specialties Is Unknown. Report to the Secretary of Defense.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

PUB DATE- Oct 90

NOTE- 106p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Armed Forces; Data Collection; *Evaluation Criteria; *Evaluation Methods; Evaluation Needs; *Evaluation Problems; Evaluation Utilization; Females; Job Performance; *Military Training; Minority Groups; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Reliability; Technical Education; Validity

A study examined the information collected by the Department of Defense on both the quality of its new recruits and the effectiveness of its training in preparing recruits to operate in a technologically sophisticated environment. It found that data were collected at a recruit's entrance to military life, during and upon completion of formal training, and after assignment to a military specialty in the field. The study showed that for most recruits, the services' selection criteria are moderately successful at predicting individual performance during classroom technical training. However, they are notably less successful for women and minority recruits. Each service has evaluation mechanisms in place, but only the Army systematically collects data on the field performance of individual graduates in a way that would allow comparison of a graduate's on-the-job performance with entry-level ability and classroom performance. These data reveal an even weaker connection for women and minority group members between criteria used to assign them to technical specialties and their later field performance. The field evaluation practices of the Navy are particularly fragmented and have deteriorated during the 1980s. The lack of reliable field performance data in the Navy and the Air Force makes realistic assessment of training effectiveness impossible. The study also found that the quality of recruits in respect to education increased during the early 1980s, but leveled off later in the decade. (KC)

ED 326 664 CE 056 424

Friis, Henning; Sheppard, Harold L., Ed.
Studies of the Future Aged. An International Symposium.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 90
NOTE- 77p.; Based on papers presented at the International Congress
of Gerontology (14th, Acapulco, Mexico, June 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports -
Research/Technical (143)
DESCRIPTORS- Adult Day Care; Adult Education; Age Discrimination;
*Aging (Individuals); Foreign Countries; Frail Elderly; *Futures
(of Society); *Geriatrics; *Gerontology; Health Facilities; Health
Promotion; Long Range Planning; Older Adults; Retirement
IDENTIFIERS- *Denmark; *New Zealand

These six papers report on future-oriented studies of the situation of the elderly. ''Changing Elderly in a Changing Society: Danish Elderly in the Next Century'' (Henning Friis) reports on research dealing with preferences of the future elderly for their life when they grow older. ''Aging Effectively: Meeting the Challenge of an Aging World'' (J. David Curb, Andrea La Croix, and Jack Guralnik) discusses special factors that promote ''success'' in aging. '''Future' Studies in Gerontology: The Case of Work and Retirement'' (Harold L. Sheppard) addresses socioeconomic implications of multiple generations in the 65-plus population, domination of intergenerational conflict or ''equity'' or ''equality'' issues in the changing world, and external factors and trends that bear on these two issues. ''Income Security for the Future Elderly: Can We Avert the Crisis by Raising the Age of Retirement?'' (Ruth Bonita) presents some issues being addressed in New Zealand with regard to the provision of care for the future elderly population. ''Changing Elderly in a Changing Society: Health'' (Mariaane Schroll) considers: (1) whether a society of disabled people is being developed, as old people are not allowed to die; and (2) the prevention of chronic diseases by developing good health practices in early adulthood. 'Use of Health Care and Social Services by the Elderly: Determinants of Present Use and Future Developments'' (Anneke Klaassen-van den Berg Jeths) reports on a study that sought an explanation for the variations in use of service facilities. Each paper concludes with a list of references. (YLB)

ED 326 680 CE 056 497

Ruhm, Christopher J.

The Impact of Advance Notice Provisions on Postdisplacement Outcomes.

Boston Univ., MA. Center for Applied Social Science.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 90
NOTE- 132p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; *Dislocated Workers; Dismissal (Personnel); *Employment Practices; *Federal Legislation; *Job Layoff; Labor Force; Personnel Policy; Retraining; *Structural Unemployment
IDENTIFIERS- *Advance Notices (Employment); Plant Shutdowns; *Worker Adjustment and Retraining Notification Act

The Worker Adjustment and Retraining Notification Act (WARN) was passed in 1987 to provide advance notice to workers whose jobs are to be eliminated because of plant closings and relocations. A study examined the extent to which advance notice eases the adjustment problems associated with permanent loss of jobs. Data from the Displaced Worker Supplement to the January 1988 Current Population Survey, which contain information on the type and timing of notice and on the duration of the initial spell of joblessness, were analyzed. Six primary findings emerged: (1) prior to the passage of WARN, few firms voluntarily provided written advance notice of 60 days or more; (2) previous research has overestimated the extent to which prenotification reduces postdisplacement joblessness; (3) written announcements of layoffs and plant closings increase the probability that displaced workers obtain new positions without intervening joblessness--however, there is no indication that formal notice reduces average joblessness for those failing to find other jobs; (4) formal advance notice provided more than 2 months prior to displacement may substantially raise earnings in the new job; (5) further research is needed before the effects of mandatory notice can be predicted confidently; and (6) the impact of prior notification varies widely over population subgroups, with married persons, household heads, and workers in high-unemployment areas benefiting most. (46 references) (KC)

ED 326 726 CE 056 596

Grabe, Sven

Environmental Education in Technical and Vocational Education. A Discussion Document for Unesco Training Seminars on the Incorporation of Environmental Education into Technical and Vocational Education. Environmental Education Series 24.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

PUB DATE- 87

NOTE- 50p.; Product of the Unesco-UNEP International Environmental Education Programme. For a related document, see CE 056 597.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- *Opinions/Personal Viewpoints/Position Papers/Essays (120)*

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DESCRIPTORS- Conservation (Environment); *Curriculum Development; *Environmental Education; *Integrated Curriculum; Natural Resources; Postsecondary Education; Secondary Education; *Teacher Education; Technical Education; *Vocational Education; *Vocational Education Teachers

This paper is intended to serve as the basis for discussion of the scope and place of environmental education in technical and vocational education. It is addressed primarily to administrators, curriculum developers, and other active participants in the definition of scope and content of technical and vocational courses. After a brief introduction that sets out the main reasons why environmental subjects should be given increased attention in technical and vocational education, a second chapter deals with the primary environmental issues involved. Both the outer environment (including such issues as waste disposal and recycling) and the inner environment (the workplace) are considered. Chapter 3 identifies the elements of environmental risks that are related to the various levels and sectors of technical and vocational education. Chapter 4 focuses on the integration of environmental education into the curriculum, including when such elements are best made part of the teaching of other subjects or skills and when they may form a separate subject. Chapter 5 discusses the effects on teacher/instructor training requirements when more attention is given to environmental issues in technical and vocational education. The final chapter summarizes the paper. (YLB)

ED 326 787 CG 022 997

Thibeault, Victoria J.
Effective Time Management Strategies for School Counselors.
PUB DATE- Jun 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
  Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Efficiency; *School Counseling; *School Counselors;
  *Time Management

This paper summarizes the results of a literature review regarding effective time management strategies, with primary emphasis directed to the field of school counseling. This review addresses the following: the historical development of time management; goal setting and prioritization of tasks; delegation of responsibility; time saving tips; and supplementary suggestions. Recommendations and implications are offered for time management approaches for counselors who desire to enhance their effective use of time. These conclusions are presented: (1) prioritization of tasks, delegation of responsibility, and ongoing control of paperwork contribute to effective and more professional performance; (2) organization and coordination are crucial in providing effective services; (3) counselors can increase their effectiveness by designing and following short and long term goals and objectives, prioritizing tasks, recruiting staff and volunteers, and maintaining an organized work environment; and (4) counselors might alleviate time management problems by sharing time management problems with administrators, inservice training, or coursework focusing on organization. The report concludes that although time management can be a major challenge for school counselors, achievement of effective management of time is possible. (ABL)

ED 326 804 CG 023 014

Miller, Brenda A.; And Others
The Relationship between Victim's/Perpetrator's Alcohol Use and Spousal Violence.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Nov 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Society of Criminology (Baltimore, MD, November 7-10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; *Battered Women; *Family Violence; Females; *Marital Instability; Spouses

This study examined the relationships between alcohol abuse and spousal violence for 96 women in alcoholism treatment as compared to these comparison groups: 78 women receiving mental health treatment; 98 women receiving services for family violence; 91 women from a random sample of households; and 100 women in a driver education program following arrest for driving while intoxicated (DWI), 41 of whom were classified as alcoholics. Respondents completed face-to-face interviews that included both structured and open-ended questions. Adult alcohol use was measured by questions on quantity-frequency of use and the Michigan Alcoholism Screening Test. Based on the Conflict Tactics Scale, verbal aggression, moderate violence, and severe violence were measured. The findings indicated that women in alcoholism treatment reported high levels of spousal violence when compared to women in the general population, women in mental health treatment, and DWI women. Levels of spousal violence were not as high for women in alcoholism treatment as were levels found in battered women receiving treatment for family violence. Regression analyses suggest that although alcoholism predicts spousal violence, spousal violence does not predict alcoholism. Despite some support for the relationship between spousal violence and women's alcohol problems, alcoholism does not appear to explain much of the variance in spousal violence. (NB)

ED 326 819 CG 023 030

Hansen, L. Sunny; And Others

Career Patterns of Selected Women Leaders: An Exploratory Study.

SPONS. AGENCY- YWCA of Minneapolis, MN.

PUB DATE- Jul 87

NOTE- 112p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Career Development; Educational Attainment; *Family Life; *Females; *Leaders; *Role Perception; Sex Discrimination; *Work Attitudes

For 10 years, the Minneapolis (Minnesota) Young Women's Christian Association (YWCA) has honored local women for outstanding achievement in their occupational field and in the community at a Leader Lunch. In March of 1987, a 100-item survey was mailed to 73 past recipients of the Leader Lunch Award. Completed surveys were received from 48 women. The results indicated that most of the women were Caucasian, with a few Blacks and one Asian American. They averaged 54 years of age and were college educated, most with a baccalaureate degree. The women represented a variety of career fields, had long work histories, and most were employed full-time. The respondents seemed to have high work commitment and intrinsic work values. Many of the women also reported strong commitments to the family. Other findings related to life transitions, risk-taking, barriers to career development, the women's sense of self, and mentors and support systems. The women offered advice to other women and to employers. The women showed a strong sense of social justice and were especially concerned about eliminating discrimination based on sex, race, or ethnic origin; they shared dreams for equality of opportunity in society and in the workplace. (Readers are cautioned that this study is exploratory and descriptive and that results cannot be generalized to other women or other women leaders.) (NB)

ED 326 852 CS 010 352

Anderson, Francine
A Guide to Your Child's Language Development.
Fitchburg State Coll., Mass.
SPONS. AGENCY- Massachusetts Teachers Association, Boston.
PUB DATE- 90
NOTE- 23p.; For other booklets in this series, see CS 010 351-354.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Child Language; *Language Acquisition; *Language Skills; Listening Skills; *Oral Language; Parent Child Relationship; *Parent Participation; Preschool Education; Verbal Communication
IDENTIFIERS- Family Communication

Noting that parents play a key role in assisting their children in learning to talk, this pamphlet helps parents to understand the relationship between hearing, talking, and the process and stages of normal speech and language development. The pamphlet also suggests ways in which parents may encourage their children's listening and talking skills in the home. Two charts illustrating language development are included. (RS)

ED 326 869 CS 212 581

Fuchs, Lucy

Religion as a Source of Strength or Weakness in Young Adult Literature.

PUB DATE- Nov 90
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Fiction; *Religion; Religious Factors; Secondary Education; Values
IDENTIFIERS- Controversial Topics; Religious Experiences

A survey of books for young people reveals that some of the best (and even award-winning) novels deal with the controversial issue of religion. Although most of these books deal with religion only in the background, some clearly present this issue in the forefront. One book, Cynthia Rylant's "A Fine White Dust" (1986), traces a religious quest. In this story the reader sees a young man, at the end of the seventh grade, making a revival which will change his life. The pattern is a rather common one--when religion is portrayed as a sincere faith or relationship with God, it is usually seen as a positive benefit. When churches or religious leaders are portrayed, their image is often negative, as seen in "Is That You, Miss Blue?" by M. E. Kerr. Organized religion as experienced in a religious school is a sham compared to the true religious experience of the heroine. "Beyond the Chocolate War" (1985) by Robert Cormier and "Tree by Leaf" (1988) by Cynthia Voight are representative of novels that depict the suffering of religious people in their quest for personal meaning. These and other books show the hunger for God and the search for spiritual meaning in life present in young people today, and, as such, are worthy of study. (A list of 10 religious books for adolescents is attached.) (KEH)

ED 326 884 CS 212 597

Bright, Twyla L.
Integrating Computers into the Language Arts Curriculum.
PUB DATE- 8 Nov 90
NOTE- 34p.; Paper presented at the Annual Indiana Fall Language Arts Conference (Bloomington, IN, November 8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Elementary Secondary Education; Instructional Effectiveness; Integrated Curriculum; *Language Arts; Word Processing; Writing Achievement; *Writing Attitudes; *Writing Instruction; Writing Teachers

Every dedicated educator should take the time to integrate the computer into the learning program of his or her classroom. Although studies have reported no significant differences in the achievement of word processing students, teachers using word processing in their classrooms are all enthusiastic about the results, especially regarding students' receptivity and response. Word processing does not teach writing, but it is an efficient tool which can be used effectively in the classroom. The best way for an educator to achieve a practical, working knowledge is to use the computer and word processing to write something that is very important. The educator who is integrating the use of the computer as a tool in his language arts classroom must remember that he or she is not teaching keyboarding but writing and must begin with a well organized plan. It is crucial that the teacher provide the same type of feedback and response that the students would receive when working with pencil and paper. Students have pointed out a variety of positive aspects of using the computer and do not perceive the assignments as being difficult when asked to revise using a computer. Writing is viewed as fun if they do it on the computer. Additional software that is like a workbook will be just as effective as a workbook. Providing this software will depend on time and funds. (Computer research findings, lesson plans, and sample pages of student work are included; 14 references are attached.) (MG)

ED 326 900 CS 212 615

Hamilton-Wieler, Sharon

"Collaboration: See Treason"--A Three-Year Study of Collaboration in Freshman Composition Classrooms.

SPONS. AGENCY- Indiana Univ., Indianapolis.; National Council of Teachers of English, Urbana, Ill. Research Foundation.

PUB DATE- 90

NOTE- 50p.; Project also funded by Indiana University Research and Sponsored Programs.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Classroom Research; *College Freshmen; Educational Research; *Freshman Composition; Higher Education; *Instructional Effectiveness; Methods Research; Teaching Methods; Writing Research

IDENTIFIERS- *Collaborative Learning; Teacher Collaboration; *Teacher Researchers

This study used a five-phased, multi-modal research design to develop a pedagogical plan for collaborative learning in freshman composition classrooms, a plan intended to improve student writing within a collaborative environment and be readily adaptable to a range of teaching contexts. The five-phased project used the following methods: (1) teachers-as-researchers: naturalistic-descriptive mode; (2) teachers-as-researchers: interventive-descriptive mode; (3) teachers-as-researchers: interventive-descriptive mode; (4) teacher-researcher collaboration: experimental mode; and (5) teacher-researcher collaboration: case studies-descriptive mode. Phases one, two, and three involved the same three instructors, each responsible for at least one class of freshman composition. Results indicated that the three-tiered, five-point approach to collaboration appeared to increase the level of the students' interest and competence in collaborative learning and writing and was ready to be tested in more rigorous experimental conditions. Phases four and five involved four different instructors who taught freshman composition classes. Results indicated that collaboration throughout the writing process legitimized group talk about crafting writing, attitudes toward writing, and attitudes toward collaboration in all four experimental classes. The pedagogical plan may have a built-in gender bias, making it particularly appealing to female students. (Forty-eight references are attached.) (MG)

ED 326 951 EA 022 503

Valesky, Thomas; And Others

Baseline Data on School Climate, Classroom Climate, and Self Concept as a Learner in Schools Using School Based Decision Making.

SPONS. AGENCY- Memphis State Univ., Tenn. Coll. of Education.
PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Elementary Secondary Education; *Institutional Characteristics; *Institutional Environment; Organizational Climate; Program Evaluation; School Based Management; School Effectiveness; *Self Concept; Self Concept Measures; Self Evaluation (Individuals)
IDENTIFIERS- *Memphis City School District TN

A pilot program based on a school-based decision making model (SBDM) implemented in eight inner city schools is evaluated in this report. The relationships between program effectiveness and school climate, between teacher characteristics and teacher perceptions of school climate, and between student characteristics and student perceptions of school climate are examined. Three instruments are applied to assess school climate, classroom climate, and self-concept: the Tennessee School Climate Inventory (TSCI); Tennessee Classroom Climate Inventory (TCCI); and Self Concept as a Learner--Revised (SCALR). Factor analysis indicates that perceptions of successful program implementation correlate positively with school climate. A comparison with nonparticipating schools shows that schools in the program demonstrate a more positive school climate. Three statistical tables are included. (LMI)

ED 327 005 EA 022 593

Holderness, Susan Tanner
The Politics of State Educational Policymaking: Usefulness of the Kingdon Model.
PUB DATE- Oct 90
NOTE- 31p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Decision Making; Educational Policy; Elementary Secondary Education; Gifted; Minority Groups; *Policy Formation; Political Issues; *Politics of Education
IDENTIFIERS- *New Mexico

Controversy surrounding the definition of the gifted student, as enacted through New Mexico's Public School Reform Act of 1986 (S.B. 106) is examined in this study. The Kingdon decision-making model is applied to examine the reasons for the persistence of the policy definition of "gifted," despite continuing controversy. The summary discusses the usefulness of the model for education at the micro level and for explaining how issues are defined as significant. Changing the policymaking process requires problem identification and awareness, the existence of viable alternatives, timing, and the presence of an advocate network. A conclusion is that the key to understanding policy change is the discovery of factors for an idea's acceptance and institutionalization. One figure is included. (19 references) (LMI)

ED 327 020 EC 232 667

Moskos, Evie; Mayer, Connie

Process Writing: An Integrated Approach with the Hearing Impaired.

PUB DATE- Nov 88
NOTE- 25p.; Paper presented at the Annual Convention of the Council for Exceptional Children (68th, Toronto, Canada, April 23-27, 1990). Student writing samples may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; Classroom Techniques; *Deafness; *Hearing Impairments; Mainstreaming; Peer Teaching; Primary Education; Spelling; Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- Beginning Writing; Graves (Donald)

A mainstreaming project was carried out in Toronto, Canada, in which four deaf students, ages 5 through 8, were integrated into a classroom of hearing students in grades 1 and 2, for 1 hour, 5 days a week, to participate in a writing program adapting the Graves-Giacobbe process writing model outlined in Donald Graves' "Writing Teachers and Children at Work." Both groups of children participated in all aspects of the writing program: writing, peer conferences, class conferences, mini-lessons, and sharing of finished pieces. Both teachers participated; the teacher of hearing-impaired students acted as both a teacher and a sign language facilitator. Both groups of students increased in their ability to express ideas in written form. It was discovered that no adjustments had to be made for students with hearing impairment to participate in peer conferences; they were able to confer effectively through their sign facilitator. Another discovery was that the hearing-impaired student's movement through developmental steps in spelling paralleled that of hearing students; both groups moved from early phonetic stages through transitional stages to the conventions of standard spelling in the same way. Samples of student writing at the different stages of writing development are provided. (BRM)

ED 326 621 CE 056 325

Batten, Julie
People, Power, and Participation. The Communities in Crisis
Programme, 1986-9: An Evaluative Report.
William Temple Foundation, Manchester (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
PUB DATE- Apr 89
NOTE- 127p.; For a related document, see CE 056 320.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Case Studies; *Community Cooperation;
*Community Programs; Community Resources; Employment Programs;
Financial Support; Foreign Countries; *Group Activities; Group
Dynamics; Group Experience; *Unemployment
IDENTIFIERS- *United Kingdom

Communities in Crisis is a British training program for unemployed adults that was developed in response to the needs of community organizations in areas where community programs have few resources. Its underlying philosophy focuses on motivating and encouraging long-term unemployed people to take initiatives and reflect on their progress. The first fully funded program was structured to include 1- or 2-day workshops and residential events. In the second year of funding, dramatic changes in the structure of the program to ensure funding included increasing participant numbers and altering program content. Further structural changes have since occurred. Apart from immediate benefits to individuals and their communities such as improved efficiency through skills development, additional and important wider economic and employment developments occurred. In regard to differences of approach between men and women, no broad generalizations can be made. Some differences did emerge, however; for example, the majority of women chose projects that produced a response to an identified area of unmet need, while the majority of men concentrated on strengthening existing groups and securing further resources. The final methodology adopted by the program included day workshops, residencies, and regular consultation meetings with the development worker. Project work on community issues continued to be the focus of activity for participants. (A list of seven references and a projects catalog are appended.) (YLB)

ED 326 711 CE 056 555

Seitchik, Adam; And Others
Employer Strategies for a Changing Labor Force: A Primer on
Innovative Programs and Policies. Research Report 90-01.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Jul 90
NOTE- 169p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Education; *Basic Skills; Case Studies; *Demonstration Programs; Dependents; Employer Supported Day Care; *Employment Practices; Entry Workers; Fringe Benefits; Job Placement; *Labor Force Development; Occupational Tests; *Personnel Policy; Program Design; Program Implementation; Recruitment

This guide is for employers to use in planning future human resources strategies. Part 1 focuses on three practical strategies germane to most labor and skill shortage problems. The first chapter reviews challenges employers face. Chapter 2 presents two basic strategies for strengthening entry-level recruitment and staffing: strengthening the basics and broadening the recruitment net. An appendix presents issues involved in developing workplace testing programs. Chapter 3 reviews major issues in the design and implementation of basic skills programs. The fourth chapter discusses the importance of dependent care benefits, employers' responses, planning a dependent care benefit, and alternative program models. Part 2 contains case studies of five organizations that developed successful programs and policies in response to labor force changes: the Alliance for Employee Growth and Development, a joint human resources development venture; Highland Park Day Care Center, a consortium-based model for providing on-site child care services; Superior Technical Ceramics, which implemented an in-house basic skills program; Lancaster Labs, Inc., which built its own on-site day care facility; and Motorola Inc., which implemented basic skills programs. The case studies present a detailed account of the experience of each organization and outline key lessons and issues that emerged in program implementation. (YLB)

ED 326 742 CE 056 626

Ferguson, Judy

GRADS Program in Ohio Empowers Parenting Students To GRADUATE.

PUB DATE- Jun 90
NOTE- 8p.; Paper presented at the Conference, "Education and Training: The Route to Self-Sufficiency for Single Parents" (Lexington, KY, June 10-12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; *Early Parenthood; Occupational Home Economics; Outcomes of Education; Parent Child Relationship; *Parenthood Education; Parenting Skills; *Parent School Relationship; *Program Effectiveness; Program Implementation; Secondary Education
IDENTIFIERS- *Graduation Reality and Dual Role Skills Program; *Ohio (Lawrence County)

Graduation, Reality, and Dual-Role Skills (GRADS) is a vocational home economics program in Ohio for pregnant students and young parents in grades 7 through 12 in junior high schools, senior high schools, and vocational schools. Goals of the program are to: (1) increase the likelihood the participants will remain in school during pregnancy, after childbirth, and until graduation; (2) help participants carry out positive health care practices for themselves and their children in pre- and postnatal states; (3) provide participants with knowledge and skill related to child development and positive parenting practices; (4) prepare participants for work; and (5) encourage participants to balance work and family. GRADS helps teenage parents become more aware of community resources and graduate from high school, a step toward economic independence. In urban areas, the GRADS program is conducted at one or more schools every day. Other areas base the GRADS teachers at joint vocational schools and have students meet for a minimum of two periods weekly. A 2-year GRADS research project conducted from 1986 to 1988 in Ohio surveyed students when they entered GRADS and 1 year after the birth of their babies; positive gains in self-esteem were found. The GRADS program in Ohio and Lawrence County has a dropout rate of 5 to 16 percent, compared with a national dropout rate for teen parents of 80 to 85 percent. During the 1988-89 school year, 119 programs operated in 211 school districts in Ohio. (KC)

ED 326 758 CG 022 966

Charner, Ivan; And Others

Union Retirees: Enriching Their Lives, Enhancing Their Contribution. Volume I.

Academy for Educational Development, Inc., Washington, D.C.; National Inst. for Work and Learning, Washington, D.C.
PUB DATE- 90
NOTE- 251p.; For Volume II, see CG 022 967.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Middle Aged Adults; Older Adults; *Retirement; *Retirement Benefits; *Union Members; *Unions

This report details the findings of a national project on union retirees and retirement programs. Chapter I provides an introduction and discusses the history of the project, project design, and structure of the report. In Chapter II, the study of union retirees is detailed and a comprehensive data base of information on union retirees is presented. These topics are included: (1) demographic characteristics of union retirees; (2) work and union histories of retirees; (3) retirement preparation and timing; (4) financial status; (5) health care and health status; (6) patterns of leisure and work activities; (7) programs and services for retirees; (8) retiree attitudes and opinions; and (9) political interests and participation. Implications and conclusions emerging from the data are then discussed. Chapter III provides an analysis of programs and services for retirees offered through local unions and union retiree clubs. The chapter also examines the relation of retirees to their locals, describes characteristics of retiree clubs, and offers a set of implications and conclusions. The appendix includes the union retirees survey form and the form for surveying union affiliated programs. (ABL)

ED 326 916 CS 507 359

Schario, Tracy A.

Warm Bodies: A Student Perspective.

PUB DATE- Nov 90

NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Debate; Higher Education; Persuasive Discourse; Qualifications; Speech Communication; *Student Attitudes; Surveys; *Undergraduate Students

IDENTIFIERS- Debate Strategies; *Debate Tournaments

A participant in forensic tournament competition presents her perspective as well as overall student reaction to the function of "warm bodies," competitors who are entered in a tournament by the coach or tournament director only to meet qualifying requirements. Overall, participants in an informal survey believed that the warm body practice benefits many individuals, giving them an opportunity for competition and achievement they may not have had otherwise. Furthermore, even though most warm body entries are not identified as such and in turn are evaluated as legitimate competition, competitors generally do not see widespread damage to overall competition. Also, while the warm body practice may be leaning toward "overuse" in certain events or at certain tournaments, and in rare incidents may cause more harm than the intended good, student participants seem to have no major qualms or objections to warm bodies when used to meet qualifying requirements. (KEH)

ED 326 969 EA 022 525

Alternative Certification for School Leaders.
National Policy Board for Educational Administration, Fairfax, VA.
PUB DATE- Nov 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Effectiveness; Administrator Qualifications; *Certification; *Educational Administration; Elementary Secondary Education; Evaluation Criteria; Guidelines; *Personnel Selection; Recruitment; School Administration; Standards
IDENTIFIERS- *Alternative Administrator Certificates

Strategies for locating quality educational leaders and assessing candidates applying by an alternate route are presented in this pamphlet. Criteria for evaluating alternative credentials are identified, which include teaching and learning ability, leadership experience, education, personal attributes, and understanding of the social and institutional contexts. Recommended practices to ensure quality include peer review, adherence to procedure, and consistency of the alternate route with regular certification criteria. These procedures function to maintain professional standards and provide opportunities for candidates of exceptional merit from other fields. (LMI)

ED 326 635 CE 056 364

Status Report on Female Enrollment in New Jersey Vocational Education 1988.
Montclair State Coll., Upper Montclair, NJ. Life Skills Center.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 88
NOTE- 39p.; For status reports for other years, see CE 056 363-367.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Employment Opportunities; Employment Patterns; *Employment Projections; *Enrollment; *Females; Males; *Nontraditional Occupations; Occupational Aspiration; Postsecondary Education; Secondary Education; Sex Fairness; *Vocational Education
IDENTIFIERS- *New Jersey

The New Jersey Occupational Information Coordinating Committee's statistics for average annual predicted job openings for 1984-87 are presented, along with the New Jersey Division of Vocational Education's enrollment statistics for the same period. The number of males and females enrolled in secondary programs for each of the 29 job categories studied for these 3 years is also presented. From this information, comparisons are made of male/female enrollment and changes in nontraditional enrollment. (For this report, a nontraditional program for women is defined as one in which most of the participants are men and a nontraditional program for men is the opposite.) Further comparisons are made of the total numbers of people trained at the secondary, postsecondary, and proprietary school levels and the predicted annual job openings. Job categories included are automotive body repair, automotive mechanic, bank clerk, bookkeeping and accounting, building maintenance, cabinetmaking and furniture making, carpentry, child care worker, clothing manufacturing, commercial art, computer operator, computer programming, cosmetology, data entry keyer, drafting and design, electrical and electronic technology, electrical equipment repair, electrician, food marketing, food service, graphic arts, health aide, heating and cooling mechanic, licensed practical nurse, machinist, office occupations, plumbing, sales and purchasing, and welding. No significant changes are reported in nontraditional enrollments, although female enrollment is increasing more rapidly than male enrollment overall. (KC)

ED 326 695   CE 056 526

Neubert, Debra A.; Leak, Lawrence E.
Serving Urban Youth with Special Needs in Vocational Education: ,Issues and Strategies for Change. TASPP Bulletin.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- *Office of Vocational and Adult Education (ED), Washington, DC.*
PUB DATE- *Dec 90*
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- *Journal Articles (080) Information Analyses/State-of-the ART Materials (070)*
DESCRIPTORS- *Change Strategies; Early Intervention; *Educationally Disadvantaged; *Education Work Relationship; Employment Projections; Population Trends; Postsecondary Education; Program Improvement; Secondary Education; *Special Needs Students; Urban Schools; *Urban Youth; *Vocational Education*

Vocational educators and special needs personnel face many challenges as they address the educational needs of urban youth and update vocational programs in large inner city school districts. Vocational education programs must take a holistic approach to meet the needs of a wide range of disadvantaged students. Demographic projections of increased proportions of nonwhite students in urban areas underscore the need for personnel who can serve culturally and linguistically diverse populations. Because as many as 40% of minority students live in poverty, the risk factors associated with persistent poverty must also be taken into account. Predictions that the majority of new entrants to the work force will be females, nonwhites, and immigrants mean that sex and race stereotyping in program placement and training opportunities must be overcome. Pressures for higher skill levels among workers also make postsecondary training imperative. To meet the challenges posed by demographic and work force trends, it is recommended that vocational programs implement early intervention to ensure equal access of urban special needs students, beginning at the middle school. Flexible instructional programming and support services are needed to provide alternatives for diverse student groups. Interagency planning and comprehensive service coordination are needed to help disadvantaged individuals throughout each stage of transition from school to work. Multiple or second-chance opportunities for education, training, and employment help ensure that special needs students participate in training opportunities and succeed in the workplace. (28 references). (YLB)

ED 326 933 EA 022 457

Thompson, David C.
Critical Questions about Financing Schools in Kansas.
University Council for Educational Administration, Manhattan, KS. Center for Education Finance.
PUB DATE- 6 Sep 90
NOTE- 48p.; Presentation before the Special Committee on School Finance of the Kansas State Legislature (Topeka, KS, September 6, 1990). Cover title: Eight Critical Questions regarding School Finance in Kansas.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; Fiscal Capacity; Full State Funding; School District Spending; State Aid; Taxes
IDENTIFIERS- *Kansas
Eight critical issues relevant to Kansas school finance are discussed in this report; issues include recent school finance litigation, assessment of the School District Equalization Act (SDEA), recommendations for improving the SDEA, validity of the power equalization models, measures of local district funding ability, mechanisms used by other states, plans for compression of tax rates used by other states, and recommendations for future action. A recommendation is made for the development of a fully funded foundation with local power options within the state ratio, tied to a price index. Thirteen tables and one figure are included. (LMI)

ED 326 988 EA 022 556

Fingon, Joan C.
Parent-School Partnerships.
PUB DATE- Nov 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Vermont School Board Association (South Burlington, VT, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Parent Influence; *Parent Participation; *Parent Role; *Parent School Relationship

Parent roles and the essential ingredients for successful parent involvement programs are identified in this presentation. Five types of parent roles in education are identified; these are parents as partners, collaborators and problem solvers audience, supporters, and advisors. Elements of successful programs include written policies, administrative support, staff and parent training, use of the partnership approach, two-way communication, networking, and evaluation. A recommendation is made for the election or appointment of a Parent Coordinator. (LMI)

ED 327 006 EA 022 595

U.S. Department of Education, Office of Inspector General.
Semiannual Report to Congress, April 1, 1990-September 30, 1990.
No. 21.
Office of Inspector General (ED), Washington, DC.
PUB DATE- 90
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accounting; Compliance (Legal); Elementary Secondary Education; Eligibility; *Financial Audits; Financial Problems; Financial Support; Legal Problems; Loan Repayment; Money Management; *Student Loan Programs
IDENTIFIERS- *Department of Education

Problems in the administration of student aid programs are documented in this semiannual report by the Department of Educations's Office of Inspector General (OIG). Chapter 1 describes abuses of the Department of Education's student financial assistance (SFA) programs, improper screening of participating schools, illegal access by ineligible campuses, improper admissions practices, and inappropriate loan management by lenders and guarantee agencies. Chapter 2 highlights audit reports on elementary, secondary, and other education programs. The third chapter discusses general department management, disciplinary actions, and contract administration. Nonfederal audit activities are described in chapter 4. Chapter 5 offers a statistical summary of audit and investigation activities and management improvement reports, and chapter 6, the final chapter, provides a background of the Department and OIG. Appendices contain reporting requirements, audit resolution tables, ED/OIG audits of Department programs and activities, unresolved audit reports, audit-related receivables activity, glossaries of terms and abbreviations, and an index. Nine figures and five tables are included. (LMI)

ED 327 037 EC 232 689

Neuman, Susan B.; And Others

A Model Teaching Environment for Using Word Processors with LD Children. The Writing Project. Technical Report No. 2.

Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 85
NOTE- 28p.; For Technical Report No. 1, see EC 232 688; for other related documents, see ED 296 492 and ED 319 181.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; Intermediate Grades; *Learning Disabilities; Models; Personal Autonomy; Program Effectiveness; Student Motivation; *Teacher Role; *Teaching Methods; *Word Processing; *Writing (Composition); *Writing Instruction

This report presents first year (1984-85) findings of The Writing Project, a 2-year school-based study of the use of word processing to improve learning disabled children's writing skills. Based in three Massachusetts school districts, the project focused in the first year on intensive observation of 14 fourth grade children as they wrote with word processors. Two contrasting teaching environments were identified: the compliance model, aimed at promoting students' mastery of specific writing conventions and writing structures/ideas presented by the teacher; and the facilitation model, aimed at helping students generate and expand ideas and structures of their own. Facilitative models which promote student involvement in composing were found to have three overall characteristics: (1) teachers give children strategies for generating and organizing their own ideas; (2) teachers focus children's attention at the drafting stage on developing ideas in writing, rather than revising and editing, or on mastering the word processor; and (3) teachers reinforce children as capable thinkers and writers. (DB)

ED 326 607   CE 056 233

Butler, Stuart M., Ed.; Dennis, William J., Jr., Ed.
Entrepreneurship: The Key to Economic Growth.
Heritage Foundation, Washington, D.C.; National Federation of
  Independent Business, San Mateo, CA. Research and Education
  Foundation.
PUB DATE- 86
NOTE- 85p.; Proceedings of a Conference (Washington, DC, April 16,
  1985).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration; Business Education;
  Competition; Economic Opportunities; *Economic Progress;
  *Entrepreneurship; Individual Characteristics; *Job Development;
  Problem Solving; *Public Policy; Self Employment; *Small
  Businesses

This publication provides the papers and discussions from a conference of economists, businesspersons, business historians, and politicians on entrepreneurship and public policy. "The Demographics of Entrepreneurship" (David Birch; Thomas Gray, commentator) describes research on the nature of job creation in the United States and Europe. "Entrepreneurship and American Competitiveness" (Israel Kirzner; Carol Steinbach and Katsuro Sakoh, commentators) explains that entrepreneurship is characterized by alertness to economic opportunities--competition is espoused as the key to fostering entreneurship. "Entrepreneurship and the Political Process" (Thomas DeLay) argues that the relationship between business and the political system is rarely conducive to public interest. "What Motivates the Entrepreneur?" (Robert Brockhaus) analyzes the characteristics of the entrepreneur. "The Challenge of the Information Age" (Ronald Shelp; Robert Tollison and Laurence Moss, commentators) contends that the nature of the entrepreneurial revolution has been misunderstood. It argues that the surge in small business is related to what is happening in big business, warns that protectionism may soon appear in the service sector, and calls for a national information policy. "Is Entrepreneurial Opportunity Still Alive in America?" (Albro Martin; Richard McKenzie and Robert Friedman, commentators) explains that entrepreneurship is a vital component of successful large firms. An overview highlighting conference themes (William Dennis, Stuart Butler) concludes the publication. (YLB)

ED 326 650 CE 056 396

Oregon Driver Education. Alcohol/Drugs and Driving.
Oregon State Dept. of Education, Salem. Div. of Curriculum and School Improvement.
PUB DATE- 89
NOTE- 251p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Classroom Techniques; *Driver Education; *Driving While Intoxicated; Drug Abuse; *Drug Education; High Schools; Learning Activities; Lesson Plans; Parent Participation; Risk; *Social Responsibility; State Curriculum Guides; Teaching Methods; Traffic Safety; *Values Clarification
IDENTIFIERS- *Oregon

This curriculum unit contains 10 modules, to be used in 10 driver education class sessions, on driving under the influence of alcohol and/or other drugs (DUI). The unit aims to combat the Oregon DUI problem, especially among 15- to 24-year-olds, with values clarification, awareness of risk factors and personal boundaries, refusal skills, social responsibility, decision making, and group bonding. It also explores chemical effects on brain and body function. Each module is a complete lesson plan for a 50-minute period, with an optional 2-hour final session to be used just before graduation. Time frames are suggested for each activity within each module, and activity sheets for duplication follow each module. Supplementary materials (resource lists, suggested references) and unit tests are provided. Three 2-hour reinforcement sessions and a parent module also are included. (KC)

Macduff, Nancy

Selection of a New Spiritual Leader: Adult Education Strategies Applied to the Facilitation of Change and Acceptance in Religious Congregations.

PUB DATE- 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Change Strategies; *Churches; Clergy; *Educational Strategies; Leadership; *Organizational Change; *Religious Organizations; Resistance to Change

The challenge of change in the transition from one spiritual leader to another has two facets: the "letting go" of the departing pastor and the adoption of a new spiritual leader. A Transition Committee of a midsized Episcopal church in rural Washington State has used the Rogers 1962 Adoption Model to develop an intentional plan to influence the change process and acceptance of the "new." Steps or stages in the Adoption Model are awareness, interest, evaluation, trial, and adoption. As developed by the Transition Committee, two models correspond to two separate change or adoption processes that exist: one adoption model that would lead to positive disengagement and another that would lead to positive engagement. Although this process is not complete at the church, some conclusions are evident: (1) involvement of clergy is paramount; (2) designing activities to deal with the process around change in institutionalized church life is intentional not accidental; (3) participation by all congregants creates more ownership over the entire change process; and (4) monitoring of acceptance of change is important. (12 references) (YLB)

ED 326 681 CE 056 498

Nightingale, Demetra Smith; And Others

The Potential Role of Voluntarism in JTPA. Urban Institute Policy Memorandum.

Urban Inst., Washington, D.C.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 24 Oct 89
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Employment Programs; *Federal Programs; *Job Training; *Policy Formation; Program Development; *Public Policy; *Public Service; Voluntary Agencies; *Volunteers; Volunteer Training
IDENTIFIERS- *Job Training Partnership Act 1982

This policy memorandum provides a summary of what is known about voluntary activity in the United States in general and in Job Training Partnership Act (JTPA) service delivery areas (SDAs) in particular. It suggests possible short- and long-term policy strategies that might be used to increase the effectiveness of voluntary service in JTPA programs. The issue analysis is based on a review of literature and informal discussions with officials of national agencies and associations. The report is organized in four sections. Section I discusses briefly why the use of volunteers is important. Section II presents what is known about the numbers and characteristics of volunteers nationwide. Section III reviews experience to date with volunteers in employment-related programs in order to determine the types of services typically delivered by volunteers, the sources of volunteers, the potential costs involved in using volunteers, and possible barriers to their use. Section IV recommends possible policy alternatives for the U.S. Department of Labor's Employment and Training Administration to consider in promoting the use of volunteers in JTPA. Some of the conclusions reached by the study are that about half of U.S. citizens volunteer, with more women than men involved, that volunteers average 5 hours of service per week, and that it is important to provide training and request a time commitment in order to make the best use of volunteer help. The document includes 26 references and a list of discussants. (KC)

ED 326 774 CG 022 983

Wilk, Carole A.
Psychotherapy with AIDS Patients: Countertransference Issues.
PUB DATE- Aug 90
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Case Studies; *Clinical Psychology; Counseling Techniques; *Counselor Client Relationship; Counselor Role; Death; *Emotional Adjustment; Group Therapy; *Psychotherapy; Terminal Illness
IDENTIFIERS- *Countertransference

This paper provides a personal account of the process of psychotherapy for Acquired Immune Deficiency Syndrome (AIDS) patients, as seen from both the client's and the psychotherapist's perspective, with a focus on countertransference issues found in the early phases of treatment. Based on case material, the discussion explores themes presented by 16 AIDS patients in the Lake County (Illinois) AIDS Support Group and a separate AIDS information and family support group. The discussion is organized around the three stages of the disease: Human Immunodeficiency Virus (HIV) positive diagnosis; the AIDS-related complex; and the terminal stage of AIDS. Each section provides a discussion of psychological tasks and countertransference issues associated with critical events of each stage: (1) the decision to be tested, psychological response to a positive diagnosis, and developing a medical response; (2) effects of AIDS on functioning and relationships and on lifestyle; and (3) serious medical complications, loss of independence, struggle for acceptance of self and others, unfinished business, and acceptance of death. The countertransference themes include collusion with the patient's denial, unconscious distancing by the therapist, confrontation with personal mortality, survivor guilt, management of a borderline AIDS patient, unconscious prejudice, response to the death of a child, and resistance to a change in the therapist's traditional role. (TE)

ED 326 788 CG 022 998

Bredenberg, Alice M.
Teenagers and Satanism.
PUB DATE- Aug 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; Client Characteristics (Human Services); *Counseling Services; Intervention; Prevention; *School Counseling; Secondary Education; Secondary School Students; *Youth Problems
IDENTIFIERS- *Cults; *Satanism

The background of Satanism and typical Satanic activities are described. It is noted that contemporary Satanism has three forms: solitary Satanists, outlaw cults, and neo-Satanic churches. Included in a description of Satanic activities are Heavy Metal music and fantasy games, both of which are intensely interesting to teenagers. The next section profiles the personality of a teenager who might succumb to cult overtures, as well as environmental factors which enhance the appeal of cultism. The personality profile includes teenagers' identity search; loners who are disconnected from family; teenagers without cultural, religious, or community values; and powerlessness. Methods for recruiting teenagers into Satanism are discussed and it is noted that groups of followers are solidified by intimidation, guilt, and fear. Finally, a scenario for program planning and rehabilitation is presented. It is claimed one of the blocks to intervention is the disbelief of the general public. However, it is noted that denial of Satanism is inappropriate for people who work with vulnerable teenagers. It is recommended that clients are stripped of all environmental symbols and are involved in group therapy. Family and community involvement, prevention programs by school counselors, and school-based mental health counselors are recommended. (ABL)

ED 326 805 CG 023 015

Testa, Maria; And Others
Long-Term Effects of Childhood Victimization: The Moderating Impact of Social Support.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Nov 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Society of Criminology (Baltimore, MD, November 7-10, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Alcoholism; *Battered Women; *Child Abuse; Family Violence; Mental Health; *Sexual Abuse; *Social Support Groups

The role of social support in moderating the impact of childhood sexual abuse on adult psychological adjustment was examined. Women were drawn from three clinical samples (women in treatment for alcoholism, for being battered, or for mental health treatment) and two nonclinical sources (women arrested for driving while intoxicated and a random sample). Subjects completed face-to-face interviews that included both structured and open-ended questions. Subjects also completed the Symptom Checklist-90 to assess general psychiatric symptomatology, the Janis Self-Esteem Scale to measure self-esteem, and the Trauma Symptom Checklist to measure post sexual abuse trauma and dissociation. Of the 477 subjects, 238 had been sexually abused as children. Sixty-eight percent of the women in alcoholism treatment, 62% of the battered women, and 63% of the women in mental health treatment reported being sexually abused as children compared to 21% in the driving while intoxicated group and 39% in the random sample. Sexually abused women in the nonclinical samples who perceived others' responses to be supportive exhibited more positive adult adjustment scores than did women who did not perceive others to be supportive. Psychological adjustment of the socially supported nonclinical women did not differ from that of nonclinical women who had not been abused. Among clinical women, childhood sexual abuse was associated with poorer adult adjustment; however, there was little evidence that social support ameliorated the negative effects of sexual abuse. (Author/NB)

ED 326 820 CG 023 031

Swisher, John D.; And Others
An Evaluation of Student Assistance Programs in Pennsylvania.
Pennsylvania State Univ., University Park. Dept. of Counselor Education, Counseling Psychology, and Rehabilitation Services.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 90
NOTE- 71p.; Paper presented at the Annual American School Counselor Association Elementary/Middle/Secondary School Guidance Conference (21st, Pittsburgh, PA, June 30-July 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Helping Relationship; *High Risk Students; High Schools; *High School Students; Identification; Intervention; *Program Effectiveness; Referral; Student Behavior; Teacher Role
IDENTIFIERS- *Student Assistance Programs

Student Assistance Programs (SAPs) are considered an effective intervention for at-risk students. School faculty and staff are trained to identify and refer students whose personal and/or academic behaviors change in a problematic way. Once identified, the students are provided special services which include referral to community agencies for additional help. Pennsylvania initiated intensive training of SAP teams to coordinate secondary school SAPs in 1984. SAP teams are currently represented in almost every senior high school across the state. An evaluation was conducted on the first 69 teams trained between 1986 and 1988, assessing perceptions of SAP training, SAP implementation, and school-wide SAP impact on student behavior. Separate surveys were completed by SAP coordinators, core team members, and non-core team members. The results indicated that one-half of the coordinators were school administrators. The problems most frequently called to the attention of SAP teams included substance abuse, poor grades, depression, and discipline. Teachers were the primary source of referrals. In general, the core team members rated their training very highly. Training and implementation of SAPs reportedly has run smoothly for most schools and there was a perception among respondents that SAPs had a positive impact on students. This report presents findings from the evaluation, including a results section with 47 data tables; a description of the school-wide impact analysis; references; and appendices of survey instruments and relevant materials. (NB)

ED 326 836 CS 010 335

Carter, Clarence L., Jr.; Phelps, Lucy N.
The Impact of the Computer on the Teaching of Reading: A Review of the Literature.
PUB DATE- 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Uses in Education; Elementary Secondary Education; Instructional Innovation; *Reading Instruction; *Reading Research; Reading Skills; Teaching Methods
IDENTIFIERS- Reading Motivation

A review of the literature on the use of the computer in teaching reading included studies that centered on basic reading skills and studies that, for the most part, supported the use of computer assisted instruction (CAI) to assist in developing these skills. The research indicated that CAI in reading is effective for a wide variety of reading skills and concept areas. Many researchers believed and produced evidence that the computer has already begun to bring students great benefits, such as better, more comfortable and faster learning of basic reading skills. CAI has been effective in raising reading achievement, especially when used to supplement regular teacher-presented instruction, and has produced a decided advantage in reducing the time taken to learn. Some investigators believed computers were more effective with younger students. The research dealt with diverse age levels, and varied from the intellectually handicapped to the gifted and talented. CAI has had a positive effect on student and teacher attitudes and motivation. A few research studies found no advantage in using CAI to increase student achievement since scores on post-tests were no better than those which involved only traditional methods. However, even those studies suggested that there were other advantages, such as student motivation, saving of teachers' time, savings of students' learning time, and opportunities for increased practice and reteaching. The computer is limited in its ability to contribute to this literacy only by man's capabilities and imagination. Thirty-four references are attached. (MG)

ED 326 853 CS 010 353

Zide, Michele Moran; Shaw, Barbara Enman
Growing More Social, Day by Day: A Parents Handbook.
Fitchburg State Coll., Mass.
SPONS. AGENCY- Massachusetts Teachers Association, Boston.
PUB DATE- 90
NOTE- 26p.; For other booklets in this series, see CS 010 351-354.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Interpersonal Competence; *Parent Child Relationship;
  *Parent Participation; Parents as Teachers; Preschool Education;
  Social Behavior; Social Cognition; *Social Development
IDENTIFIERS- Family Communication

This booklet provides parents with information that will help them give their children a good start in developing social skills--skills which will continue to support them as they grow academically, physically, socially, and emotionally. The booklet includes a list of social skills, a four-step coaching procedure, and some examples of verbal interaction between parent and child. (RS)

ED 326 870 CS 212 582

Fuller, Lawrence B.

Comparative Narrative: Jesus across the Centuries.

PUB DATE- Nov 90
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Appreciation; Christianity; *Cultural Influences; Film Study; Higher Education; Honors Curriculum; *Interdisciplinary Approach; *Literary Criticism; Literary Devices; Literature Appreciation; Music Appreciation; *Reader Response
IDENTIFIERS- Bloomsburg University PA; *Jesus Christ

An honors seminar at Bloomsburg University (Pennsylvania) investigated the story of Jesus as it has evolved in different media over nearly two millennia. Initially the students studied two gospels with contrasting versions of the life of Jesus, in order to explore the process whereby oral material is transcribed into written form by different authors with different purposes for different audiences. The next stage of the course examined late medieval drama. Of special concern were the strategies script writers used to adapt the story of Jesus to the local language and customs for an essentially illiterate audience. Italian Renaissance art was the next focus of the seminar. Decorative art and iconology revealed how painters often depicted several episodes of the same story in a single picture and how muralists dealt with the problem that narrative moves across time while visual art captures a precise moment. The next area examined was Baroque oratorio. Students listened to recordings and learned how the composers used tones, rhythms, keys, instrumentation, and voices to present the Jesus story in a highly emotional way. The final segment of the course examined contemporary renderings of the life of Christ in narrative and film. Guest lecturers and professors of English, art, music, film, and media participated throughout the seminar. The study of the story of Jesus culminated with an independent study project and a field trip to tour Washington National Cathedral and attend a service there. (Twenty references are attached.) (KEH)

ED 326 952 EA 022 504

Krepel, Thomas L.
Deciding To Decide: Structuring Decision Situations and Selecting Decision Strategies.
PUB DATE- Oct 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwest Council for Educational Administration (St. Cloud, MN, October 26-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Decision Making; *Educational Administration; Elementary Secondary Education; Information Utilization; Problem Solving; Risk; Systems Analysis; Systems Approach

Guidelines to facilitate the assessment and development of educational leadership decision-making skills are presented in this paper. Included are a review of traditional and contemporary concepts of the decision-making process, identification of appropriate techniques, and an analysis of four contemporary decision-making models by Thompson, Kassouf, Radford, and Grandori. Focussing on decisions that are not completely specified, a comparison of the four systems demonstrates much similarity between them. A conclusion is that contemporary decision-making models are characterized by recognition of different decision situations and diverse environmental factors, inclusion of subjectivity, and emphasis on information gathering. These models also require that the administrator make a concerted effort to analzye and refine the technical skills needed to make optimal use of the new decision making tools now becoming available in the field. Five tables are included. (10 references) (LMI)

ED 326 970 EA 022 526

Tye, Kenneth A., Ed.
Global Education: From Thought to Action. The 1991 ASCD Yearbook.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- 90
NOTE- 187p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - General (020)
DESCRIPTORS- Cross Cultural Studies; Curriculum Development; Educational Change; Educational Improvement; Elementary Secondary Education; *Global Approach; International Education; International Relations; *Multicultural Education; *Social Studies; Theory Practice Relationship

Viewed as a social movement for change, the global education movement calls for the infusion of a global perspective into all curriculum areas. Two assumptions of global education include the view of the individual school as the optimal unit for change efforts, and the importance of local teacher and school action for lasting school improvement. This yearbook defines global education, explains its importance, describes it implementation, and demonstrates its uses for school improvement. The first part examines the context of schooling in which a global perspective can be developed, and the second part is directed toward issues of practice. In chapter 1, Lee F. Anderson develops an argument for global studies in the schools. Barbara Benham Tye delineates the problems inherent in changing school curriculum in chapter 2. The last chapter of this section by Steven L. Lamy presents a framework for understanding extremist ultraconservative attacks on global education. In the next chapter, James Becker links global education to citizenship education. Jane A. Boston discusses educational leadership in global education in chapter 5. Ida Urso examines the role of teachers in chapter 6 and uses qualitative data to show how global education can promote cross-cultural understanding and be a renewing force for teachers. In chapter 7, Jan L. Tucker explores the complex problem of creating educational collaborations between schools and universities. Charlotte C. Anderson documents many ways in which global education involves schools and students with their communities in chapter 8. In chapter 9, Toni Fuss Kirkwood uses personal experience to show how and why global education has become a successful vehicle for school improvement. The conclusion, by Kenneth A. Tye, explores themes gathered in a Center for Human Interdependence (CIH) field study of bringing a global perspective to school curricula. Chapters include references. (LMI)

ED 327 021 EC 232 671

Morgan, Daniel; Hecht, Jeffrey
Report on the Methodology for the West End Special Education Transition Program Evaluation.
California Educational Research Cooperative, Riverside.
SPONS. AGENCY- San Bernardino County Superintendent of Schools, Calif.
PUB DATE- 12 Apr 90
NOTE- 131p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Adults; Curriculum Development; *Disabilities; *Education Work Relationship; Evaluation Methods; Normalization (Handicapped); Program Effectiveness; *Program Evaluation; Quality of Life; *Research Methodology; Secondary Education; *Transitional Programs; *Vocational Education

This report describes the methodology used in an evaluation study to measure the effectiveness of the West End Special Education Local Plan Area's program for improving the transition of special needs students from secondary school into adult life. Goals of the San Bernardino, California, study included measuring students' quality of life upon their leaving school and annually thereafter; reporting on students' status; evaluating the effectiveness of the transition program based on this information; and recommending modifications to the program. The program's concept of quality of life is described, including such variables as occupational placement/maintenance, income level, continued education, community leisure, transportation, residential arrangements, advocacy arrangements, medical/health needs, and personal/social adjustment. The research design is then explained, which involved collecting data from each student's Individual Education Plan; conducting a teacher exit questionnaire, a student exit questionnaire, and a student follow-up questionnaire; and computer analysis. Analysis of answers to the questionnaires suggests changes are needed in the questions asked due to inconsistencies or lack of clarity. It is concluded that program improvement requires several years of longitudinal study to allow comparison of these transition elements with short-term and long-term achieved quality of life. Appendices include examples of questionnaires and questionnaire responses. Contains 35 references. (BRM)

ED 326 622 CE 056 330

Worker Training: Competing in the New International Economy.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Sep 90
NOTE- 293p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; Basic Skills; *Career Development; Competition; Corporate Education; *Economic Development; *Educational Needs; *Futures (of Society); *Job Training; Military Training; Postsecondary Education; *Technological Advancement; Trade and Industrial Education

Workers' skills are critical to U.S. industrial productivity and competitiveness and to maintaining living standards. Training is the key. Good training pays--for workers whose skills are upgraded, for companies seeking a competitive edge, and for the nation in overall productivity. However, workers in other countries are better trained than most U.S. workers. Too often, U.S. businesses seek to improve productivity by investing in hardware rather than in training people. Firms that do provide training have found it to be harder than anticipated. Traditional approaches are too narrow and many workers lack basic skills. The quality of training must improve. Greater federal involvement may be required to develop the highly skilled, flexible workers needed today. New institutional structures will also be needed to make affordable training available to small businesses. Policy options can be grouped in four broad issue areas: reducing barriers to firm-based training; retraining for individual career advancement; linking training and technology assistance to firms; and improving the quality and effectiveness of training. (An appendix examines training in the military.) (KC)

ED 326 727 CE 056 597

Meaders, O. Donald; And Others

Environmental Education in Vocational Agriculture Curriculum and Agriculture Teacher Education in Michigan, U.S.A., a Case Study. Environmental Education Series 28.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

PUB DATE- 88

NOTE- 144p.; Product of the Unesco-UNEP International Environmental Education Programme. For a related document, see CE 056 596. Parts of the appendices may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) N

DESCRIPTORS- *Agricultural Education; Case Studies; Curriculum Development; *Environmental Education; *Integrated Curriculum; Natural Resources; Secondary Education; State Programs; *Teacher Education; *Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *Michigan

Environmental education has been incorporated into both the school curriculum and teacher education for vocational agriculture in Michigan. It is, for the most part, not a separate program area but is integrated into production units. The same instructional method for teaching environmental education is followed as for any other topic, predominantly problem solving. The agricultural teacher education program at Michigan State University contains significant amounts of emphasis on environmental education through specific courses and integrated parts of other courses. Major achievements in the incorporation of environmental education into agricultural education are: (1) curriculum revision and inservice education in teacher education; and (2) curriculum revision and Future Farmers of America contests and awards for students. Major constraints include insufficient course offerings and local school district autonomy. Strategies for incorporating environmental education into agricultural education are active state support, leadership, expanded knowledge base of teachers, and curriculum development. Documents and activities need to be developed to support teachers and assist regional leaders. (Appendixes include requirements for the major in natural resources and environmental education and three course descriptions.) (YLB)

ED 326 743 CE 056 627

Wonacott, Michael E.; Grossman, Gary M.

Dinar Today. Feasibility Study for the Socioeconomic Development Strategy Plan for the City of Dinar.

Ohio State Univ., Columbus. Center on Education and Training for Employment.

PUB DATE- Nov 90

NOTE- 32p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Cultural Background; *Cultural Context; Demography; Developing Nations; *Economic Development; *Economic Factors; Feasibility Studies; Foreign Countries; *Labor Force; Local Government; *Planning; *Power Structure; Work Attitudes

IDENTIFIERS- *Turkey (Dinar)

Researchers conducted individual and group interviews with 76 individuals in Dinar, Turkey, from August 14 to 21, 1990. They also observed numerous expressions of local economic activity. Findings indicated the population appeared ample to support increased economic activities despite some danger of a brain drain. The natural resources and the local labor force could support increased economic activities. Community power resources alone were, however, not sufficient to bring about economic development. Public attitudes supported economic development. Although conditions of access and equity were not ideal, the general state of education in the district did not present an obstacle to economic development. Two recommendations were made: funding should be sought to initiate economic development activities and any economic development plan should meet certain criteria, namely that planned economic activities should be labor intensive, capitalize on the current work skills of the local labor force, respect the traditional nature of the people, be based on local input, and include start-up capital from outside Dinar. Components of such a plan were identified: provision to meet the needs of women, provision to meet the employment needs of youth, and refinement of the education and training system. (YLB)

ED 326 759 CG 022 967

Charner, Ivan; And Others

Union Retirees: Enriching Their Lives, Enhancing Their Contribution. Volume II.

Academy for Educational Development, Inc., Washington, D.C.; National Inst. for Work and Learning, Washington, D.C.
PUB DATE- 90
NOTE- 243p.; For Volume I, see CG 022 966.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Middle Aged Adults; Older Adults; Programs; *Retirement; *Retirement Benefits; *Union Members; *Unions

This report presents five case studies which provide a comprehensive description of the programs and services available to union retirees in different communities. The five communities reflect a diversity of geographical locations, economic base, occupational structure, and unions represented. Pittsburgh, Pennsylvania; Miami, Florida; Minneapolis-St.Paul, Minnesota; St. Louis, Missouri; and Seattle, Washington are the communities profiled. These profiles offer a picture of the community context; union-related programs and services and community programs and services for retirees and older adults; providers of the programs and services; and gaps in programs and services. While there are obvious demographic, cultural, and economic differences among the five cases, certain clear lessons may be drawn from them, notably that: (1) while the various examples of union programs and services and community-based efforts suggest that much is happening at the community level for retirees and older adults, the identification of needs and concerns suggest that more can be done; (2) although the range of programs and services available to retirees is encouraging, concern stems from the realization that much of what is available in the communities focuses on the most needy or frail in the older population; and (3) opportunities need to be expanded so that the largest possible population of older adults in a community could take advantage of the widest array of programs and services. (ABL)

ED 326 885 CS 212 598

Hicks, Jennifer

Understanding Discourse Communities through Active Inquiry.

PUB DATE- Nov 90
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; Course Objectives; *Curriculum Development; *Discourse Modes; Higher Education; *Inquiry; *Learning Processes; Learning Strategies; *Transitional Programs; *Writing Instruction
IDENTIFIERS- *Discourse Communities; Massachusetts Bay Community College; Writing Development

At Massachusetts Bay Community College a course was designed to create a transition from the process-based basic writing course to the traditional required freshman English course. WTG 100 was designed as an inquiry into academic writing, where students would learn about the various discourse conventions and expectations they would encounter as students. The educators also wanted to build students' awareness of a variety of discourse communities outside academia and empower them to know that their personal forms of discourse were as valid as others. By putting students in the role of researcher, educators hope to bring students' knowledge and identities to the forefront of the course. The primary goals of the course are to recognize the existence of various forms of academic discourse and personal discourse and analyze and understand how and when to use each. The course requires students to write six essays exploring various uses of language. Students also keep journals where they respond to required and personally chosen reading and analyze what they have learned about their own writing processes and use of language. By predicating the course on the idea of many discourse communities fraught with contradictions, the educators hoped to create initial, as opposed to resultant, confusion which would change by the end of the semester to acceptance, if not complete understanding. (MG)

ED 326 901 CS 212 621

Simic, Marge
Parent Involvement in Elementary Language Arts: A Program Model. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Class Activities; Classroom Communication; Elementary Education; *Language Arts; *Parent Participation; Parent School Relationship; Parent Student Relationship; Program Content
IDENTIFIERS- ERIC Digests

Initiating an effective and well organized plan for parent involvement in the elementary language arts classroom takes plenty of work--work to achieve it, work and commitment to maintain it. One such program encourages parent participation in the classroom for parents who are able to volunteer their time, but also emphasizes parent participation at home. It is realistic to think that as parents move through the three levels of increasing classroom involvement (monitoring, informing, and participation), the audience of parents narrows. Teachers cannot let this be discouraging. Instead, they must continually remind themselves that the obligation to reach a wider audience of parents remains. When parent involvement reaches the level at which parents are actually involved at school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. (RS)

ED 326 917 CS 507 360

Haven, Richard P.

Speech Writing and Improving Public Speaking Skills.

PUB DATE- 4 Nov 90

NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- •Course Content; Higher Education; Persuasive Discourse; •Rhetorical Invention; Speech Communication; Writing Instruction; Writing Strategies

IDENTIFIERS- Message Design; •Speech Writing; University of Wisconsin Whitewater

A course in speech writing (preparing speeches for delivery by another person) is critical to the development of public speaking skills for college students. Unlike the traditional public speaking course, speech writing classes emphasize the preparation of the content of a speech over the delivery of the message. Students develop the ability to construct an eloquent and appropriate message that fits the oral style of a speech. Factors such as arrangement, idea or argument development, evidence, emotional and ethical appeals, transitions, as well as stylistic features like the use of metaphors, antithesis, and personification come to the forefront. Additionally, instructors are not limited to five minutes of harried evaluation on the day the student gives the speech. Careful semester-long feedback is given to the students to indicate the strengths and weaknesses of their manuscripts. Speech writing classes complement the traditional public speaking class experience because they emphasize those elements of the public speaking process that tend to receive less attention due to the nature of a performance class. (KEH)

ED 326 989 EA 022 557

Nakao, Ronald D.
Desegregation and Informed Choice.
San Jose Unified School District, Calif.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Busing; Elementary Secondary Education; Information Utilization; Limited English Speaking; Minority Groups; *Parent Attitudes; *School Choice; *School Desegregation; Student Transportation; Voluntary Desegregation
IDENTIFIERS- San Jose Unified School District CA

Information sources used by parents of majority and minority students in making decisions about school choice, with a focus on busing, are examined in this report. A mailed survey of parents of approximately 8,431 students in the San Jose Unified School District (California) yielded 934 responses, of which minority households comprised 60 percent and majority households, 40 percent. Findings indicate that more minority elementary students attend school outside their neighborhoods than do majority students and that minority students are assigned to higher choice schools less often than majority students. Overall, minority parents have a limited degree of informed choice in terms of information sources available to them. A conclusion is that inequities in information resources, among other things, impede the desegregation process. A copy of the survey and 12 tables are included. (6 references) (LMI)

ED 326 712   CE 056 557

Edelson, Paul J.
Codification and Exclusion: An Analysis of the Early Years of the National University Extension Association, 1915-1923.
PUB DATE- 22 Mar 90
NOTE- 19p.; Partial support was provided by the Syracuse University Kellogg Project in Adult Education. A version of this paper was presented at the Visiting Scholar Conference on the History of Adult Education (Syracuse, NY, March 22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Colleges; Consortia; *Continuing Education; *Educational History; *Extension Education; Group Membership; Higher Education; *Intercollegiate Cooperation; *National Organizations; *Universities
IDENTIFIERS- *National University Extension Association

The National University Extension Association (NUEA) was formed in 1915 by 21 colleges and universities--state, land grant, and independent. From its inception, the organization moved rapidly to codify academic formats, operational procedures, and administrative structures for extension education based upon prevailing models found within traditional academia. At the same time, NUEA espoused a view of the field of continuing higher education that was specialized, institutionally. Therefore, NUEA excluded from membership most university-level schools, even when the continuing education programs of these institutions were comparable and, in some cases, considered superior. During the period from 1915 to 1923, standardization of practice and universality in membership were viewed as incompatible goals for the NUEA. Impetus was thereby given to the formation of alternative organizations within continuing higher education representing other types of institutions, such as teachers' colleges. (Appendixes include nine references and a listing of the NUEA founding institutions.) (Author/YLB)

ED 326 854 CS 010 354

Gerecke, Lillian
How To Use Wordless Picture Books with Your Child.
Fitchburg State Coll., Mass.
SPONS. AGENCY- Massachusetts Teachers Association, Boston.
PUB DATE- 89
NOTE- 19p.; For other booklets in this series, see CS 010 351-353.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Childrens Libraries; *Childrens Literature; Elementary Education; Literature Appreciation; Parent Child Relationship; *Parent Participation; *Picture Books; Reading Material Selection
IDENTIFIERS- Reading Motivation

This document encourages parents to find greater enjoyment in using the children's library and to become reading partners with their children. The pamphlet suggests ways for parents and children to use the library creatively to explore wordless story books. A list of 25 suggested wordless picture books is included. (RS)

ED 326 934 EA 022 458

Restine, L. Nan; And Others
Praxis: A Response to Effective Leading and Learning.
PUB DATE- Oct 90
NOTE- 20p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; Experiential Learning; Field Experience Programs; Higher Education; *Internship Programs; Leadership Training; Practicums; *Theory Practice Relationship
IDENTIFIERS- *University of New Mexico

The Cooperative Educational Administration Internship Program (CEAIP), an innovative program developed and initiated in 1987, is described and evaluated in this report. Methodology, in the creation of CEAIP, involved document review, individual and group interviews, and assessment survey instruments. Recommendations for program improvement include recruitment from a broader applicant pool, development of a supportive network, inclusion of a proactive curriculum, structured and increased internship time, thorough preparation of site administrators, and initiation of weekly seminars. Implications are discussed in relation to the teacher's role (e.g., provide leadership opportunities for teachers), the value of experiential learning, and the power of advocacy to foster positive climates for adult learning. Two figures are included. (13 references) (LMI)

ED 326 636 CE 056 365

A Status Report on Single Parents and Homemakers Programs in New Jersey 1978-1986.

Montclair State Coll., Upper Montclair, NJ. Life Skills Center.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

PUB DATE- 86

NOTE- 62p.; For status reports for other years, see CE 056 363-367.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adults; Community Programs; Disadvantaged; *Displaced Homemakers; *Females; Job Training; *Needs; *One Parent Family; Poverty; *Program Effectiveness; Program Implementation; *Program Improvement; State Programs

IDENTIFIERS- *New Jersey

A study was conducted to produce a graphic representation of the needs of the displaced homemaker (single parent and homemaker) population in New Jersey and to identify the services available to them. Data were collected from 28 sites using a mailed survey to program directors and face-to-face interviews with program participants and directors. The program directors surveyed identified job training as the major need of the population, along with counseling and educational services in the areas of marriage and divorce, parenting skills, identity/self-esteem, consumer education, death/disability of a spouse, health care, sexuality, nutrition, and race relations. The programs offer these services in general, but few provide them in a comprehensive program. Child care services are perceived as a major need not always provided. The study also found that the single parents and homemakers in the state are usually living below the poverty level, that 47 percent of these women receive AFDC (Aid to Families with Dependent Children) assistance, and that they desire job training and permanent jobs that will permit them to earn above the welfare allowance. Most of the women surveyed have dependent children. They identified child care as a primary need, followed by career counseling, skills assessment, job training, job search strategies, job placement, resume writing, and interview techniques. Recommendations include encouraging women to recognize the benefits of nontraditional occupations, providing support services and job training, and targeting services to unserved groups. (The document includes 35 figures. Survey and interview forms, lists of relevant programs, and a list of agencies surveyed in 1979 are appended.) (KC)

ED 326 651 CE 056 397

Competency Reference for Computer Assisted Drafting.
Oregon State Dept. of Education, Salem. Div. of Vocational Technical Education.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Behavioral Objectives; *Competence; *Competency Based Education; *Computer Assisted Design; *Drafting; Graphic Arts; Postsecondary Education; Secondary Education; State Standards
IDENTIFIERS- Oregon

This guide, developed in Oregon, lists competencies essential for students in computer-assisted drafting (CAD). Competencies are organized in eight categories: computer hardware, file usage and manipulation, basic drafting techniques, mechanical drafting, specialty disciplines, three dimensional drawing/design, plotting/printing, and advanced CAD. Each of the four to eight competencies in each category includes a competency statement that describes the performance standard required to demonstrate proficiency in that skill. (KC)

McGlauflin, Helene
How Children Grieve: Implications for Counseling.
PUB DATE- Dec 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Children; *Counseling Techniques; *Developmental Stages; *Grief

Current literature about how children grieve and various implications for counseling are discussed. In reviewing the literature available concerning how children grieve, it is evident that the articles cover three distinct areas important for consideration. These include information that addresses children's developmental understanding of death and how this influences the way they grieve (the concept of death in children develops over time in three distinct, identifiable stages--0-5, 5-10, 10 through adolescence--each with characteristic perceptions); the specific knowledge about how children grieve including how it differs from adult grief, phases, and common themes and symptoms unique to grieving children; and the many variables mentioned in the literature that affect how children grieve, such as how the adults in the child's life handle grief, and the circumstances of death. These three areas together form a comprehensive framework for understanding the nature of children's grief. Counseling strategies are addressed in four ways: the qualities of a counselor who decides to help children with griefwork; the different elements important to grief counseling; techniques and activities that have proven to be helpful in this work; and parent consultation. The report concludes that given the broad array of losses children may experience before age 18, such as death, divorce, and change of residence, it is important for counselors and other significant adults in children's lives to be knowledgeable about how children grieve and about grief counseling in order to better identify and support those experiencing loss. (ABL)

ED 326 837 CS 010 336

Alvarez, Marino C.; And Others
Case-Based Instruction and Learning: An Interdisciplinary Project.
PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Meeting of the College Reading Association (34th, Nashville, TN, November 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Critical Thinking; English Instruction; Grade 9; High Schools; Interdisciplinary Approach; Prior Learning; *Problem Solving; Schemata (Cognition); *Teacher Role; Teaching Methods; Units of Study
IDENTIFIERS- *Case Based Instruction; To Kill a Mockingbird

Case-based learning is one method that can be used to foster critical thinking and schema construction. Students need to be provided with problem solving lessons in meaningful learning contexts for critical thinking to take place. In order for schema construction to occur, a framework needs to be provided that helps readers to elaborate upon new facts and ideas and to clarify their significance or relevance. A 6-week interdisciplinary project with ninth-grade students enrolled in Gallatin High School (Tennessee), located in a rural community where industry and agriculture are primary sources of revenue, was implemented. Cases were developed to help students reason about multiple major concepts expressed in Harper Lee's "To Kill a Mockingbird" and to help students apply these concepts to other contexts and subject areas. Each case was unique because different reading, research, and writing skills were needed to problem solve and complete the tack of the particular case. The teacher and her students became active participants in the learning process by creating an environment that was mutually adaptable rather than arbitrary and teacher dominated. Case-based instruction and learning provides students with a forum for taking an active role in structuring and creating their own meaning. (Fifty-five references and the flyer soliciting material for the cases are attached.) (RS)

ED 327 007 EA 022 596

St. John, Walter
Assessing the Communications Effectiveness of Your School.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Dec 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrative Principles; Administrator Responsibility; *Communication Audits; *Communication Problems; Communication Research; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods
IDENTIFIERS- Dallas Independent School District TX; Independent School District 279 MN

Improving communications between administration and staff members is an urgent, ongoing need. Schools should adopt a communications philosophy in conjunction with continuing communication effectiveness. These evaluations must have clear and understandable objectives, mainly to pinpoint communication strengths and weaknesses. All essential components must be considered for an effective survey. Communications ethics, climate, channels, methods, content, timing, and feedback are all deserving of measurement as are supervisor-subordinate exchange and information sources. A comprehensive communications effectiveness survey and examples of successful school site practices are included. (EJS)

ED 327 038 EC 232 690

Pawl, Jeree, Ed.
Infant and Toddler Communication Disorders .
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- Sep 90
NOTE- 27p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Rating Scales; Case Studies; Child Development; *Communication Disorders; Dance; Delayed Speech; Developmental Stages; *Early Intervention; Infants; *Language Acquisition; *Language Handicaps; Preschool Education; Therapy; Young Children

This newsletter issue contains four articles all addressing aspects of intervention with infants and toddlers having communication disorders. The first, "Assessing the Communication of Infants and Toddlers: Integrating a Socioemotional Perspective" (Barry M. Prizant and Amy M. Wetherby) describes a new instrument, the Communication and Symbolic Behavior Scales, which provides an integrated evaluation and planning tool for young children at risk of developing communication disorders. Case studies of the scale's application are provided. The second article is "Communication Development in the First Two Years of Life: A Transactional Process" by Lee K.S. McLean. It describes four communication stages from reactive perlocutionary communication to conventional illocutionary and emerging locutionary communication. "An Intensive Approach to a Toddler with Emotional, Motor, and Language Delays: A Case Report" is the third article. The case study illustrates the importance of four processes, attention and engagement, establishing intentionality and two-way communication, sharing of meaning, and categorizing meanings. Finally, "A Nonverbal Intervention for the Severely Language Disordered Young Child: An Intensive Approach," by Dianne Lynch Fraser, examines the effectiveness of a dance-movement therapy intervention conducted over a 2-year period with one severely language disordered young child. (DB)

ED 326 608 CE 056 236

Lewis, Morgan V.; And Others
Review of Vocational Education in the Cincinnati Public Schools.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS. AGENCY- Cincinnati Public Schools, Ohio.
PUB DATE- Apr 90
NOTE- 194p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Educational Change; *Educational Improvement; *Educational Policy; Employer Attitudes; Followup Studies; High Risk Students; High Schools; Job Training; *Outcomes of Education; Policy Formation; *Program Effectiveness; *Program Evaluation; Program Improvement; Public Schools; School Districts; *Vocational Education
IDENTIFIERS- *Ohio (Cincinnati)

Vocational education programs conducted by the Cincinnati Public Schools were reviewed to analyze their characteristics and to clarify their mission and goals. The review examined information on demographic and economic trends in the labor market served by the schools and developed information on the purpose, conduct, and outcomes of the vocational programs through school visits, personal interviews, and mail surveys. Participants in interviews and surveys included teachers, principals, guidance counselors, staff, and students at each high school offering vocational programs; parents of students interviewed; employers; directors of community agencies and other community representatives involved with vocational programs; employers of students; and former students. The information developed by these activities provided the basis for development of a questionnaire sent to 187 educators, employers, and other community representatives; 95 responded. Four recommendations resulted from the survey: (1) expand vocational education to give students transferable as well as technical skills; (2) document the skills acquired by vocational graduates; (3) demonstrate school district support for vocational education; and (4) improve the quality of jobs available in the Occupational Work Adjustment and Occupational Work Experience programs. (Twenty-six references, data tables, and instruments are appended.) (YLB)

ED 326 623 CE 056 331

Quint, Janet C.; Guy, Cynthia A.
New Chance: Lessons from the Pilot Phase.
Manpower Demonstration Research Corp., New York, N.Y.
PUB DATE- Jan 89
NOTE- 153p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Basic Education; *Disadvantaged; *Dropout Programs; Employment Potential; *Females; Job Skills; *Job Training; *One Parent Family; Outcomes of Education; *Pilot Projects; Program Effectiveness; Program Implementation; Welfare Recipients
IDENTIFIERS- *New Chance

A study assessed the pilot phase of a program called New Chance, which offers intensive, comprehensive, long-term services to young mothers, 17 to 21 years old, all of whom are poor and most of whom are welfare recipients and high school dropouts. Program services, which center on education, occupational skills training, parenting and health education, child care, and counseling, aim at improving the effectiveness of participants both as wage earners and as parents. The New Chance pilot phase was conducted from January 1986 to September 1988. During this time, the program model was developed and implemented at six sites across the country. Descriptions of the services of the six sites showed some success in treating clients with difficult problems. Eight lessons were drawn from the project: (1) making services available is not enough--they must be exciting and address participants' needs; (2) integrated services are more effective; (3) intensive staff training and technical assistance are needed; (4) techniques for maintaining a sense of momentum should be built into the program model; (5) sites should set attendance and lateness policies early; (6) stipends and incentives are important to many participants; (7) child care is a critical program service; and (8) optimum program development requires thought and planning facilitated by stable funding. (KC)

Morgenthaler, Sharon
Using Poetry To Teach Humanities in the Adult Literacy Classroom.
PUB DATE- 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Classroom Techniques; Humanities; *Humanities Instruction; *Literacy Education; *Poetry; Poets; *Teaching Methods

This article provides some practical information on use of poetry to teach such subject areas as history, literature, philosophy, social studies, minority and foreign studies, and the social sciences. Reference is made to the Watershed Foundation, which has a large collection of poetry on cassette tapes that feature the original authors reading and talking about their own work. Criteria are set forth for choosing poems to work with. Six poems by four poets are discussed, covering the topics of history, geography, race relations, family and heritage, and self-perception. Activities for each poem include independent student activity, teacher-assisted activity, or group activity. The poets whose works are included are Langston Hughes, Owen Dodson, Etheridge Knight, and Lucille Clifton. (YLB)

ED 326 682 CE 056 499

Low-Wage Jobs and Workers: Trends and Options for Change. Research Findings. Executive Summary.
Displaced Homemakers Network, Washington, DC.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 31 Aug 89
NOTE- 57p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Asian Americans; Blacks; *Education Work Relationship; *Employment Patterns; *Employment Practices; Employment Problems; *Females; Hispanic Americans; *Low Income; Males; *Minority Groups; Mothers; Policy Formation; Poverty; Public Policy; Service Occupations; Underemployment; Wages; Welfare Recipients

This study was conducted to determine how many workers are in low-wage jobs; their characteristics and changes in their characteristics over time; the characteristics of the low-wage jobs; gender, sex, and racial factors influencing participation in low-wage jobs; and the relationship of low-wage work to family poverty and welfare receipt. The study used samples from two major nationally representative data sets, the Panel Study of Income Dynamics (PSID) and the Survey of Income and Program Participation (SIPP), which were analyzed using trend analysis, spell analysis, and regression analysis. Some of the findings of the study were the following: (1) over the decade from 1975 through 1984, both the number and proportion of adults working at low wages have increased, with approximately one-fourth of all adult workers working for $5.30 per hour or less in 1984; (2) the increase in low-wage work has occurred disproportionately among women, mothers responsible for children, and racial and ethnic minority groups; (3) holding constant human capital and job factors, low-wage work is still unequally distributed by gender and race/ethnicity; and (4) human capital factors (experience, education) are less significant for minority and female low-wage workers than for white males in determining their wages. The study concluded that these findings raise a number of policy issues that need to be addressed by policy-makers in many fields, including education, job training, and welfare, as well as for employers. (27 references) (KC)

ED 326 696 CE 056 527

Coyle-Williams, Maureen; Wermuth, Tom
Boulder Valley Schools Teen Parenting Program: An Exemplary Vocational Education Program Serving a Population with Special Needs.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 5p.; Produced at the University of Illinois at Urbana-Champaign Site of the Technical Assistance for Special Populations Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Demonstration Programs; *Early Parenthood; *High Risk Students; Models; *Parenthood Education; *Program Effectiveness; Program Implementation; Secondary Education; *Vocational Education
IDENTIFIERS- *Boulder Valley School District CO

The Boulder Valley (Colorado) Teen Parenting Program is designed to meet the educational and vocational needs of pregnant or parenting adolescents. It focuses on the following goals: (1) decreasing the dropout rate of teen parents; (2) improving the health and well-being of children born to teen parents; (3) decreasing repeat pregnancies of teen parents; and (4) increasing the economic self-sufficiency of teen parents. The program is a collaborative effort of the school district, the district's technical education center, community social service agencies, health clinics, and business/community partners. It is staffed with a coordinator, home economics instructor, public health nurse, early childhood education specialist, volunteers, paraprofessional child caregivers, and foster grandparents. During the program, the number of youth served has been rising each year (1981-90). As a result of the program, a high percentage of at-risk youth has been served, dropout rates for teen parents have gone down, there is a decreased incidence of low birthweight babies, and repeat pregnancies have decreased. The program's heavy vocational education emphasis has made it possible for many teen parents to complete vocational training. (KC)

ED 326 728 CE 056 598

State Profiles of the State-Administered Adult Education Program for Program Year 1988.

Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education and Literacy.

PUB DATE- Jul 90

NOTE- 109p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Education; Adult Literacy; Demography; *Enrollment Rate; Ethnic Groups; *Illiteracy; *Profiles; *State Programs; *Student Attrition; Student Characteristics; Volunteers

These state profiles for Program Year 1988 contain information based on 1980 Census data and information taken from the Annual Financial and Statistical Reports submitted to the Department of Education by the states, Puerto Rico, and the Virgin Islands. State profiles are arranged alphabetically by state. For each state, these demographic characteristics are reported: state target population (number of persons, 16 years of age and older, not currently enrolled in school who have attended less than 4 years of high school); illiteracy estimate for state; and illiteracy rate. The following information on 1988 adult education participants is provided: total enrollment and national rank; adult basic education (ABE) enrollment and adult secondary education enrollment; percentage of ABE adults served compared to state ABE target population and national rank; and attrition and attrition rate. Additional information on 1988 program year includes participants by ethnic background; program entrants who were employed, unemployed, on welfare, handicapped, institutionalized, limited English proficient, residents of rural areas, and residents of urban areas; and participants' accomplishments, both educational and economic. Data pertaining to 1987 expenditures are given. The number of adults served through volunteer activity and the number of volunteer tutors are cited. (YLB)

ED 326 775 CG 022 984

Bingham, William C.
Suggestions for Policy Regarding the Integration of Young People into Working Life. Reports, Studies...S.136.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Agency Cooperation; Career Counseling; Career Development; *Career Guidance; Career Information Systems; Counselor Role; *Cross Cultural Studies; *Education Work Relationship; Employment Potential; Foreign Countries; *Guidance Objectives; *Guidance Programs; Secondary Education
IDENTIFIERS- *UNESCO

The transition from school to work has become complicated for young people by accelerated technological advancement, the increase in guidance services offered in many countries, and emerging complexities in the structure and mobility of work forces. Accordingly, this document analyzes several Unesco reports on educational and vocational guidance in various countries, and makes policy recommendations related to integrating young people into working life. These suggestions are directed toward guidance professionals and their associations, public agencies, and national and international bodies. The professional community is advised that the transition from school to work is a long-term process, so that all identifiable dimensions of employability, as a link between training and employment, need detailed attention. It is noted that the diversity of guidance services being offered to an increasingly diverse clientele requires refocusing of service delivery and preparation of professional personnel, with an increased emphasis on cultural differences. Furthermore, cooperation is needed among agencies if they are to effectively collect and disseminate occupational information in a usable form for educational and vocational guidance. This need for cooperation is thought to extend to professional associations and government agencies, as well as across academic disciplines. Suggestions are therefore made to help professionals understand and deal with the daily frustrations of their professional lives and to make more efficient use of demographic projections. Through all of the suggestions, the importance of program evaluation and systematic research into the transition process are emphasized. An abstract of the report is provided in both French and English. References are included. (Author/TE)

ED 326 806 CG 023 016

Kuralt, Sally K.
Classroom Collaboration: Implementing Consultation-Based Intervention in Five Multidisciplinary Teams.
PUB DATE- Aug 90
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- *Consultation Programs; *Delivery Systems; Disabilities; Elementary Education; *Elementary School Students; Models; *Referral

This study attempted system-wide institutionalization of a consultation-based ancillary service delivery model into the norms and work behaviors of the elementary school organization, through modifying the role and function of members of existent school-based multidisciplinary Child Study Teams (CSTs) and the demonstration of the potential of the team-based consultation model for increasing the achievement of referred students. CSTs in five elementary schools generally consisted of the building principal, reading teacher, school nurse, school psychologist, regular education teacher, special education teacher, speech therapist, and mathematics teaching assistant. Five replications of a field-based Staff Development Treatment Package were conducted over a 2-year period. Successful implementation in all schools was indicated by increased teacher referrals, decreased psychoeducational evaluations, decreased special education placements, and attainment of research-based change model criteria modified for use with teams. Diagnostic dimensions of the concerns-based change model monitored throughout the study, through the use of questionnaire statements and interviews, included Stages of Concern of team users, Level of Use of the new practice, and the configuration of innovation components being implemented. At the end of the post-implementation year, team-based consultation was successfully institutionalized at four of the five schools. A grade-level sample of students referred during the study demonstrated reading gains significantly greater than those of students referred prior to implementation of the new service model. (Author/NB)

ED 326 821 CG 023 032

Remley, Theodore P., Jr.
"Preparing for Court Appearances." The AACD Legal Series, Volume 1.
American Association for Counseling and Development, Alexandria, VA.
PUB DATE- 91
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Counselor Role; *Court Litigation; *Legal Problems; *Legal Responsibility; *Mental Health Workers
IDENTIFIERS- *Court Witnesses

This monograph provides a thorough introduction to the adversarial legal process and explains how mental health professionals function as general witnesses within the system. Counselors who read this publication will understand their rights and responsibilities before they are drawn into the legal system. General questions and answers are included which provide counselors with guidance as they participate in legal proceedings. Specific guidelines for effective practice are given which will assist counselors when crises arise. A set of discussion questions is included for professors who wish to use this monograph as a foundation for classroom instruction or for practitioners who wish to share ideas with their colleagues. Readers are cautioned that this publication cannot substitute for personal legal advice regarding specific legal problems, and that the information and guidelines in the monograph are intended to be educational. A glossary of legal terms and sections focusing on counselors in court, the adversarial system, subpoenas, finding legal assistance, choosing a lawyer, consultation with attorneys, the reluctant expert, witness behavior, frequently asked questions, and guidelines for practice are included. Suggested readings and references are included. (NB)

ED 326 855 CS 010 355

Burgon, J. R.
Tests of Reading Comprehension (TORCH) Pilot Study.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cloze Procedure; Comparative Analysis; Elementary Education; Foreign Countries; *Reading Comprehension; Reading Research; *Reading Tests
IDENTIFIERS- Maori (People); *New Zealand

A New Zealand pilot study examined Tests of Reading Comprehension (TORCH) scores compared to PAT: Reading Comprehension scores and compared with teacher ratings. TORCH is a reading test package published in 1987 by the Australian Council for Educational Research. It consists of 14 untimed passages intended to assess the extent to which readers in the Standard 2 to Form 5 age range are able to obtain meaning from text. It is based on a modified cloze format in which students are presented with a passage of text, and a retelling of the passage in different words. Approximately 350 pupils from Standard 3, Form 1, and Form 3 were tested on a TORCH passage and the appropriate level of the PAT. Teachers also rated their pupils' reading comprehension on a 1-5 scale. The study looked at overall correlations between the tests, and between teacher ratings and each of the tests, as well as correlations by gender, socioeconomic status, and ethnic group. Overall, results indicated that pupils' scores on TORCH correlated well with PAT and with teacher ratings. Since teacher ratings are based on standard classroom practice, these results present an encouraging picture of the validity of TORCH for the New Zealand classroom. For Maori and Pacific Island groups, correlations with both teacher ratings and the PAT were generally the same or higher than correlations for the European group. (Eleven tables of data are included.) (SR)

ED 326 871 CS 212 583

Selected Papers from the 1990 Meeting of the American Journalism Historians' Association (Coeur d'Alene, Idaho, October 2-7, 1990): Part 1.

American Journalism Historians' Association.

PUB DATE- Oct 90

NOTE- 356p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Historical Materials (060) Collected Works - Proceedings (021)

DESCRIPTORS- Black Organizations; Civil Rights; Freedom of Speech; *Journalism History; *News Media; *Press Opinion; Slavery; *Social History

IDENTIFIERS- Black Press; Eisenhower (Dwight D)

The following 12 papers, on a variety of topics, were given at the 1990 meeting of the American Journalism Historians' Association: (1) "'Let Jim Handle It': President Dwight D. Eisenhower's First Heart Attack and Jim Hagerty's Handling of the Media" (Joseph V. Trahan, III); (2) "Eisenhower's Pyrrhic Victory in 1956: Mixed Lessons from the First National TV Campaign" (Craig Allen); (3) "The Black Press and the Campaign for a Federal Antilynching Law, 1933-34" (Leonard Ray Teel); (4) "Persuasive Argumentation Styles in Selected 1931-33 'Negro World' Editorials by Marcus Garvey" (Svetlana Lucas); (5) "'The Tennessee Western Monitor and Religious Journal' in the Anti-Slavery Movement" (Keith E. Terry); (6) "Alice Allison Dunnigan and the Hastening of the Modern Civil Rights Movement" (Rodger Streitmatter); (7) "A 'Hitler Myth?': American Popular Periodicals and Adolf Hitler 1933-38" (Anthonette L. McDaniel); (8) "Wallace H. White, Jr.: Radio's Quiet Back Stage Negotiator" (Donald G. Godfrey); (9) "The Journalist as Iconoclast: H. L. Mencken and the Free Lance" (Wallace B. Eberhard and Gary D. Evans); (10) "F. G. Bonfils, Teapot Dome and the Founding of the American Society of Newspaper Editors: A Struggle over Professionalism during America's Jazz Age" (Bruce J. Evensen); (11) "Chronicle of a Failed Coup: W. Eugene Smith versus Time-Life Incorporated" (Anna Banks); and (12) "The Journalist as Modern Sage: James Agee and the Prophetic Voice" (Paul Ashdown). (SR)

ED 326 902 CS 212 624

Sorenson, Sharon

Working with Special Students in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 91

NOTE- 81p.; Published by EDINFO Press.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Class Organization; Computer Assisted Instruction; Elementary Secondary Education; *English (Second Language); *Language Arts; *Learning Disabilities; *Lesson Plans; *Limited English Speaking; Reading Skills; Second Language Instruction; Student Evaluation; Writing Instruction

IDENTIFIERS- Graphic Organizers

This collection of 34 lessons offers practical suggestions for addressing the needs of special students in the English/language arts classroom at both the elementary and secondary levels. Concentration is primarily on students with learning disabilities or limited English proficiency. The collection includes an activities chart which indicates the focus and types of activities, including: classroom organization, community involvement, computer assisted instruction, collaborative learning, graphic organizers, reading skills, student evaluation, and writing instruction. A 21-item annotated bibliography of resources in the ERIC database is attached. (RS)

ED 326 918 CS 507 361

Hughey, Jim D.; And Others

The Development and Implementation of Interactive, Computer-Video Learning Tracks for the Basic Course.

PUB DATE- Nov 90

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Course Organization; Higher Education; Instructional Innovation; *Interactive Video; Introductory Courses; Man Machine Systems; *Speech Communication; Teaching Methods

IDENTIFIERS- Oklahoma State University; Tulsa Junior College OK

Two institutions of higher learning in Oklahoma have successfully implemented an interactive computer-video system of instruction in their basic communication courses. The system will be made avaliable to other institutions. Four learning principles and their implementations comprise the heart of this system including behavioral objectives, mastery learning, individual prescription, and modular flexibility. Additionally, computer-video technology has allowed instruction to be specifically tailored to the learner and has evidenced five immediate, important benefits: (1) it helped instructors individualize leaning experiences for students; (2) it helped provide multi-channel stimulation during the learning experience; (3) it helped orient the novice graduate teaching assistant and part time instructors to course content and assignments; (4) it helped update experienced teaching assistants and full time faculty; and (5) it helped facilitate the creation of innovative teaching materials through the cooperation of students, teaching assistants, part time faculty, and senior staff. Finally, experience with this system indicates that the central role of the instructor is not diminished. (One chart is included; 53 references are attached.) (KEH)

ED 326 953 EA 022 505

Principals for Our Changing Schools: Preparation and Certification.
National Commission for the Principalship, Fairfax, VA.
PUB DATE- 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness;
  Administrator Qualifications; Administrator Role; *Certification;
  Elementary Secondary Education; Instructional Leadership;
  Leadership Training; *Principals; Public Administration Education;
  School Restructuring; Theory Practice Relationship

A framework for the professional certification and preparation of principals is developed in this report. Contents include discussions of the context of school leadership, implications for school leaders, expanded leadership roles, suggestions for preparation programs, and principals' domains. Based on the premise that principal preparation programs have not kept pace with the changes in public schools, the proposed framework emphasizes inductive methodology, recognition of the realities of the workplace, examples of exemplary school programs, and study of emerging problems. Appendices include a list of contributors, taxonomy of principalship standards, national focus group participants, and information on the National Commission on Professional Standards for the Principalship. (LMI)

ED 326 990 EA 022 560

Seagren, Alan T.; And Others
The Implications and Opportunities for Principal Practice and Preparation Programs Based on a Comparative Study of Organizational Culture in Selected Schools in Australia and the U.S.A.
PUB DATE- Aug 90
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; Foreign Countries; Institutional Characteristics; *Organizational Climate; Organizational Objectives; Power Structure; *Principals; Professional Development; School Organization
IDENTIFIERS- *Australia (Melbourne); *Chicago Public Schools IL

Discrepancies between actual and desirable organizational cultures, with a focus on the implications for improving administrator training, are examined in this report. The desirable characteristics of a productive school culture are determined and compared with the perceptions of Australian and U.S. staff. A mailed survey of 587 practitioners in Melbourne, Australia, and 1,700 practitioners in Chicago (Illinois) attempted to measure beliefs on scales of accomplishment, recognition, power, affiliation, strength of culture, job satisfaction, and commitment. A significant difference existed between the scores of the two samples of practitioners, although not between the scores of a sample of experts, which indicates cultural differences. Power was found to be a stronger attribute of the Australian school culture, and affiliation, accomplishment, and recognition were stronger attributes for American practitioners. An implication is that administrators should have a strong conceptual knowledge of organizational culture and their role in developing productive schools. Three tables and an appendix of statistical findings are included. (LMI)

ED 327 022 EC 232 672

Torres, Marcia; Askins, William
D.S.E. Citywide Chapter 2 Special Projects, 1988-89. Final Evaluation Report. OREA Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- May 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Programs; Education Work Relationship; Employment Opportunities; Employment Services; High Schools; Individualized Education Programs; *Inservice Teacher Education; *Job Development; Knowledge Level; *Placement; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Implementation; *Severe Disabilities; Teamwork; *Transitional Programs; *Urban Education; Workshops
IDENTIFIERS- Education Consolidation Improvement Act Chapter 2; Individualized Transition Plans; New York City Board of Education

This report presents an evaluation of the Education Consolidation and Improvement Act, Chapter 2, Subprogram C, Special Projects program for the 1988-89 school year. The purpose of the program was to expand the knowledge and skills of job developers in placing severely handicapped students in appropriate occupational and adult service agency situations. It offered seven job developer workshops related to increasing occupational opportunities available to Specialized Instructional Environment (SIE) students, organized 10 ongoing development committees, assisted 42% of the job developers in creating transition teams in their schools, produced a draft of a Job Developer's Handbook, and effected a positive change in workshop participants' level of knowledge. The program was not successful in meeting objectives of providing turnkey training at the schools and enabling participants to develop Individualized Transition Plans. Program participants reported that the program was effective in helping to develop a consistent approach to facilitating and optimizing SIE students' transition into the work world. They commended the program for providing useful information, facilitating networking, and providing new resources. Participants suggested that workshops needed to provide more opportunities for discussion and should focus more directly on certain categories of students, students' transportation needs, and communication between developers of Individualized Education Programs and Individualized Transition Plans. (JDD)

ED 326 744 CE 056 630

Wolf, Mary Alice
Older Learners: Inner Reflections.
PUB DATE- 2 Nov 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, November 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Programs; *Adult Students; Case Studies; College Programs; College Students; Educational Experience; *Lifelong Learning; *Older Adults; Personal Narratives; *Student Motivation
IDENTIFIERS- Elderhostels

Through in-depth interviews, the motivation and experience of 40 Elderhostel participants, aged 60 to 80, were studied and personal stories were collected. This information was analyzed within the framework of relevant psychosocial and gerontological theory and research. The findings identified some general characteristics of the population, including cohort and occupational similarities. Three case studies explored individual experiences related to education and motivation for learning in late life. The three persons interviewed in depth are motivated by a desire to learn, to complete their education, and to make sense out of older age. These individual stories reflect a diversity of motivations within the population. The study concluded that since the quality of life for older persons can be greatly enhanced through participation in education, adult education researchers should explore the meaning of education for this growing population. (33 references) (KC)

ED 326 760 CG 022 968

Charner, Ivan; Bhaerman, Robert
Career Passport. Leader's Guide.
National Inst. for Work and Learning, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 82p.; For a companion student workbook, see CG 022 969.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Students; Higher Education; Job Applicants; Job Training; *Resumes (Personal); Secondary Education; Secondary School Students

In 1986, the National Center for Research in Vocational Education undertook a major research and development activity that attempted to address a number of the critical issues related to school and work. The result was the development of the Connections: School and Work Transitions package, of which this guide is a part. The guide presents information for leaders to assist young people in developing an experience profile or experience-based resume that documents both work and nonwork experiences and the skills, attitudes, and knowledge gained through these experiences. The Career Passport is a formal document that identifies, describes, and presents the many marketable skills young people have gained. It can be used by youth for applications (work, college, training programs), interviews, job searches, and other situations that call for a resume or a concise description of one's skills and abilities. For employers, colleges, and training institutions, the Career Passport provides improved information for screening, interviewing, and selecting applicants and increases their recognition of skill and knowledge being acquired through nonwork as well as work experiences. (ABL)

ED 326 886 CS 212 599

Jordan, Edwina
Where Have All the Semicolons Gone?
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Grammar; Higher Education; *Punctuation; Revision (Written Composition); *Sentence Structure; Vocabulary Development; *Writing Exercises; *Writing Skills

Most students today have been reared on television and have had only slight brushes with the parts of grammar. Nevertheless, a variety of sentence pattern exercises and sentence combining lessons based on the students' own writing can be used to augment, challenge and improve students' writing skills and vocabulary. In the first exercise, students receive a xerox copy of one or two drafts of their fellow students' writing. Each student then counts the number of words in each sentence of a paragraph and underlines the subject and verb of each sentence: the student then rewrites and combines two short sentences using conjunctions, semicolons, or colons. In the second exercise, each student rewrites at least three sentences in a different paragraph and indicates which is his/her worst rewritten sentence. Students work in teams to help each other rewrite the poorly rewritten sentences. If class time permits, the students then rewrite the entire paragraph. This series of exercises helps students learn more vocabulary and to use those semicolons and colons which seem to have disappeared down the television tubes. (RS)

ED 326 935   EA 022 460

Gordon, William M.; And Others
Home Schooling.
PUB DATE- Oct 90
NOTE- 28p.; Document presented at the Annual Meeting of the National Organization on Legal Problems in Education (San Antonio, TX, November 15-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Liberties; Compulsory Education; *Court Litigation; Elementary Secondary Education; *Home Schooling; *Legal Problems; Nontraditional Education; Parents as Teachers

Cases that address the issue of home schooling are summarized in this report. Organized chronologically, each case description includes quoted material from the court ruling. Issues involve parent actions regarding compulsory student enrollment, parent qualifications for home teaching, student certification, church-state separation, constitutional rights under the First and Fourteenth Amendments, special population needs, and state visitation. (LMI)

Jernigan, Jack D.; Lynn, Cheryl W.

Optimal Speed Limits for School Buses on Virginia Highways: A Report to Virginia's Superintendent of Public Instruction.

Virginia Transportation Research Council, Charlottesville.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond.
PUB DATE- Jan 90
NOTE- 117p.; Report prepared in cooperation with the Pupil Transportation Advisory Committee of the Virginia Department of Education and the Joint Secretarial Task Force on Interstate Highway Speed Limits.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Bus Transportation; Elementary Secondary Education; *School Buses; *School Safety; Student Transportation; Traffic Accidents
IDENTIFIERS- *Speed Limits; *Virginia

A study to assess whether the school bus speed limit should be changed in Virginia is described in this report. The relationship between the safety characteristics of Virginia's three-tiered speed limit system and school bus operation is examined to determine the optimal level of safety for school bus travel. Virginia allows the following three maximum speeds on its rural interstate highways: 45 mph for school buses, 55 mph for trucks, and 65 mph for other vehicles. Methodology involved a statute review of the 50 states; a literature review of speed and speed variance; a school bus safety survey; an accident data analysis; an attitude survey of 127 administrators, 487 drivers, and 81 special interest groups; and the development of a risk assessment model. Findings show that 45 states allow school buses to travel at higher speeds than Virginia does, and survey responses indicate that a majority favor raising speed limits for buses on rural, but not urban, interstate highways. A second factor was the presence of speed governors on the buses, which could contribute to an overall increase in travel speeds. A conclusion is that there are no compelling reasons to raise the maximum speed limits for school buses. Appendices include state statutes, accident data, questionnaires, sampling data, and opinion survey tables. Six figures and 21 tables are included. (10 references) (LMI)

ED 326 652 CE 056 398

Ecklund, Susan, Ed.; Smalley, Katherine, Ed.
New Mexico State Secondary School Science-Based Nutrition Curriculum.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 89
NOTE- 333p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Course Descriptions; *Dietetics; *Eating Habits; *Food; *Home Economics; Learning Activities; Lesson Plans; *Nutrition; Nutrition Instruction; Physiology; Pretests Posttests; Secondary Education; State Curriculum Guides; Units of Study

This curriculum guide provides instructional materials for a 10-unit secondary-level science-based nutrition course. Each unit contains some or all of the following components: a summary sheet for each function, including generalizations with corresponding objectives, additional learning activities, and additional resources; unit outline; pretest; activity sheets with generalization, objectives, background information, discussion questions, equipment list, procedures, and summary; resource list; and posttest. A unit may consist of one or two functions. Unit topics include safe and proper use of equipment and sanitation; eating a variety of foods; digestion and absorption; food science; avoiding too much fat, saturated fat, and cholesterol; eating foods with adequate starch and fiber; avoiding too much sugar; avoiding too much sodium; drinking alcohol in moderation; and maintaining desirable weight. (YLB)

ED 326 667 CE 056 432

Technology Education in Maine. Curriculum Guide.
Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.; Technology Education Association of Maine.; University of Southern Maine, Gorham.
PUB DATE- 90
NOTE- 107p.; Developed for the Department of Education and the Technology Educators of Maine.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communications; Construction (Process); Course Content; Elementary Secondary Education; *Energy; *Industrial Arts; Learning Activities; *Manufacturing; Models; Problem Solving; State Curriculum Guides; Teacher Developed Materials; *Technology; *Transportation; Vocational Education
IDENTIFIERS- *Technology Education

This curriculum guide presents basic definitions, models, and examples as a framework that individual technology education instructors or departments can use to construct their own units, courses, and curricula at any level. An overview describes the development of the model and the content of technology education. Section I explains technology. Section II presents technology as a process. The rationale, goals, and content are set forth for technology education in elementary, middle/junior high, and senior high schools. Section III describes and explains use of the content model for technology education. This section provides information on each of the four content area systems into which the content of technology education has been divided: communications, transportation, production, and energy. For each system, the following are provided: definition; rationale; specific examples at the three levels of development; examples of items specific to that system that constitute the components of technological systems; and an outline for studying the system. Section IV provides information on developing technology learning activities (TLAs). Eleven sample TLAs are included. Components include problem statement, objectives, materials and resources, limitations, procedures, evaluation, and feedback. Appendixes include lists of resources and transparency masters. (YLB)

ED 326 713   CE 056 558

Lever, Linda
Working with Beginners.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 90
NOTE- 5p.; ALBSU, No. 39, Autumn 1990.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; *Beginning Reading; *Classroom Techniques; Foreign Countries; Language Experience Approach; *Mnemonics; *Reading Instruction; *Teaching Methods

The reading instructor working with adult "beginners" needs to have an open mind, be willing to be imaginative and adventurous, and think positively. The basic approach requires the instructor to build beginners' confidence; encourage beginners to participate fully, think for themselves, and learn to learn; involve beginners in planning; and provide for social breaks. Since beginners have a great deal to learn, it is well worth spending time and effort on memory aids, such as a reference file; memory joggers; regular review; and building on what has been done before. Some suggestions for review include starting points or using what students already know; language experience; and using signs and notices. Supplemental reading materials that can be used with beginners include short texts from everyday reading and specially written easy readers. Teachers of beginners should consider shared reading if the student selects a too difficult text. Phonics and writing can also be used as reading aids and helps. Much individual support is needed to give beginners a good start, so volunteers should be enlisted to achieve the right balance between support and developing independence. (YLB)

ED 326 790 CG 023 000

Hopkins, Karen

The Role of the Elementary School Guidance Counselor in the Intervention/Prevention of Physical Child Abuse.

PUB DATE- May 89
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Child Abuse; *Children; *Elementary Education; Elementary School Students; Intervention; Prevention; *School Counseling; *School Counselors

This paper considers the role of the elementary school counselor in addressing the problem of physical child abuse from a family systems perspective. The body of the paper falls into three distinct sections: (1) the evolution of the definition of child abuse and neglect including a brief history of this phenomenon; (2) models of intervention, with concentration on the social-interactional model (family systems approach); and (3) the elementary school counselor's role in intervention and prevention of physical child abuse. The major focus of the report is in the final section which considers the counselor's responsibility as extending to three constituencies of the school community: faculty, parents, and children. Emphasis is placed on not treating the child as a separate entity from the family. It is recommended that the belief in the value of prevention and intervention should be imparted by school counselors to administrators, teachers, and families. The report concludes school counselors should be people who are insightful, knowledgeable and sensitive, having eyes to see possible harm; ears to hear cries for help; and a tongue to speak out without hesitation when a child or adult is at risk. (ABL)

Wylie, Cathy
The Impact of "Tomorrow's Schools" in Primary Schools and Intermediates: 1989 Survey Report.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 90
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Decentralization; Elementary Education; Foreign Countries; *Organizational Change; Parent Participation; Participative Decision Making; *School Based Management; School Restructuring; Teacher Participation; Teacher Role; Trustees
IDENTIFIERS- *New Zealand

In this national survey, local changes in primary and intermediate schools are examined in response to radical administrative restructuring of the New Zealand educational system. Recent administrative moves toward decentralization are based on the assumption that such changes will improve educational quality. The study focuses on the relationships among trustees, principals, teachers, and parents at the school level; their participation in and knowledge of decisionmaking; resource allocation; and changes in school policies. Questionnaires were mailed to a random stratified sample of 239 schools, a 10.5 percent sample of all public primary and intermediate schools. Response rates were 75, 70, 75, and 44 percent for principals, trustees, teachers, and parents, respectively. Results of each questionnaire are presented in four chapters, which include statistical data and respondents' comments. A conclusion is that the rapid changes, increased workload, and uncertainty of school funding have increased many participants' skepticism of the educational system. Outcomes of administrative changes have contributed to increased ambiguity of local administrators' roles and may negatively affect parents' attitudes if costs increase or if traditional educational values are threatened. 59 tables and 23 figures are included. (LMI)

ED 327 008 EA 022 727

By the Year 2000: First in the World. Report of the FCCSET Committee on Education and Human Resources. FY 1992.

Department of Energy, Washington, D.C.; Federal Coordinating Council for Science, Engineering and Technology, Washington, DC.

PUB DATE- Feb 91
NOTE- 338p.; Prepared by the Committee on Education and Human Resources.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Budgets; Educational Trends; Elementary Secondary Education; *Excellence in Education; Federal Government; *Federal Programs; *Futures (of Society); Government Publications; Government Role; Government School Relationship; Graduate Study; Higher Education; *Mathematics Education; Postdoctoral Education; Program Descriptions; Public Policy; *Science Education
IDENTIFIERS- Committee on Education and Human Resources; Federal Coor Council Sci Engineering Techn

President Bush's budget for fiscal year (FY) 1992 includes $1.94 billion for mathematics, science, and engineering education at the precollege through postdoctoral levels. This is an increase of $225 million or 13 percent over FY 1991. This report from the Committee on Education and Human Resources of the Federal Coordinating Council for Science, Engineering and Technology (FCCSET) outlines the federal role in mathematics, science, and technology education at the precollege through graduate levels; examines the underlying issues that affect this role; and discusses the elements of a strategy that can maximize the effectiveness of the federal contribution in these fields. For mathematics, science, engineering, and technology education specifically, this report: (1) defines the baseline of federal funding and programmatic activity; (2) outlines strategic objectives and budget priorities; (3) presents the first coordinated federal interagency budget; (4) lists criteria for evaluating federal programs; (5) highlights new initiatives and ongoing programs by education level and agency; and (6) provides contact information for each agency. The appendices display four matrices of fiscal year budgets for 1990, 1991, and 1992 and a 1990-1992 comparison. A copy of the 5-page press release announcing the report is appended. (MLF)

ED 327 039 EC 232 691

Respite Care: An Overview of Federal, Selected State, and Private Programs. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
PUB DATE- Sep 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- At Risk Persons; *Child Abuse; *Child Neglect; Children; *Delivery Systems; *Disabilities; Financial Support; *Government Role; National Organizations; National Surveys; Needs Assessment; *Respite Care; Services; Special Health Problems; State Programs

This report examines respite care services that provide temporary relief to family members and other caretakers of children at risk of abuse or neglect including children who are mentally retarded, behaviorally disturbed, physically disabled, or chronically or terminally ill. In 1988 the 25 states surveyed funded 111 respite care programs as did six national organizations. The federal government's principal effort was awards amounting to $9.7 million for demonstration grants. Report sections focus on: respite care aims (to relieve stress, prevent child abuse, and promote family unity); federal, state, and private levels involved in respite care; state funded programs; national service organizations; federal involvement; family responses to respite care services; and suggestions for improving services (increase information and publicity, train more providers, maintain flexible programs, and enhance federal role). Nine appendixes provide detailed information on: objectives, scope, and methodology; characteristics of 111 state-funded programs by state; summary information about state-funded programs; provider eligibility and licensing requirements; results of questionnaire administered to officials of state-funded respite care programs; local chapters of national organizations with respite care programs; federal respite care grants awarded by state; comments from the Department of Health and Human Services; and major contributors to the report. Includes 109 references. (DB)

Hospitality Management.
College of the Canyons, Valencia, CA.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; Administrators; Articulation (Education); *Associate Degrees; *College Programs; Community Colleges; Curriculum Development; *Dining Facilities; Education Work Relationship; Food Service; *Hospitality Occupations; *Hotels; School Business Relationship; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

A project was conducted at College of the Canyons (Valencia, California) to initiate a new 2-year hospitality program with career options in hotel or restaurant management. A mail and telephone survey of area employers in the restaurant and hotel field demonstrated a need for, interest in, and willingness to provide internships for such a program. A consultant was hired to develop the curriculum and hire faculty. The curriculum has a 2 plus 2 plus 2 articulation among the college, the local high school district, and California State Polytechnic University. The project offers associate degree and certificate programs in both hotel and restaurant management. A series of topics will also be offered in Spanish each semester through community services for Spanish-speaking restaurant employees. Credit classes were offered as special topics in spring and fall semesters of 1990 to promote the program. Classes are fully enrolled with waiting lists. A campaign to raise $100,000 will continue for several years. This money will be used to refurbish the campus kitchen and dining room, purchase equipment, and construct a mini-demonstration classroom at one end of the kitchen. A part-time faculty member was hired to teach the courses, and continued cooperation from the business community is anticipated. (Summaries of the surveys and program brochures are appended.) (KC)

ED 326 637 CE 056 366

Status Report on Single Parents and Homemakers Programs in New
Jersey 1987.
Montclair State Coll., Upper Montclair, NJ. Life Skills Center.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of
Vocational Education.
PUB DATE- 87
NOTE- 33p.; For status reports for other years, see CE 056 363-367.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; Community Programs; *Displaced Homemakers;
*Females; *Motivation; Needs; *One Parent Family; Participant
Characteristics; *Problems; Program Attitudes; Program
Effectiveness; Program Implementation; *Program Improvement; State
Programs
IDENTIFIERS- *New Jersey

A study was conducted to produce a graphic representation of (1) the factors that motivate single parents and homemakers in New Jersey toward upward mobility and higher paying jobs and (2) the barriers that these individuals face. Data were collected from 26 sites through 3 mail surveys--demographic data collection form which yielded 101 responses, a 6-month follow-up which yielded 89 responses, and a 1-year follow-up, for which 67 responses were obtained. Program participants identified the availability and use of three services as motivating factors for participation in a single parents and homemakers program; the services were personal counseling, financial information and assistance, and job training. These same services also sustain individuals in employment. Obstacles identified by participants included insufficient financial resources, health care for their families, and child care (the latter not as significant as in previous studies), and lack of resource assessment and use. Participation in single parent and homemaker programs improved the self-esteem and confidence of the clients. The study recommended that women be encouraged to participate in training for nontraditional occupations, that programs continue to provide needed support services even as clients become employed, and that outreach be continued toward younger single parents and homemakers. Fifteen figures are included, and a list of respondents, the survey form, and 10 references are appended. (KC)

ED 326 697   CE 056 528

Palmer, Teresa M.
Human Capital: Current Status in the Fortune 500.
PUB DATE- 1 Nov 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, November 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Continuing Education; *Corporate Education; Educational Research; Education Work Relationship; Employer Attitudes; Industrial Training; Inplant Programs; *Labor Force Development; *Manufacturing Industry; *On the Job Training; Questionnaires; *Service Occupations

An exploratory study examined what the largest and most successful manufacturing and service companies in the United States are doing to address human capital needs through training and development. A questionnaire was sent to 168 firms from the service sector and 165 from the manufacturing sector, as identified by "Fortune"; 81 responded. Findings indicated that few organizations relied on a wholly centralized training function (only 6.5 percent of service and 8.6 percent of manufacturing firms). Considerably more firms reported wholly decentralized training (17.4 percent of service and 31.4 percent of manufacturing firms). The most common arrangement was to have both (76 percent of service and 60 percent of manufacturing firms). A clear majority of both reported the existence of a separate training department. Responses indicated that human resource planning was done at all levels from chief executive officer and corporate staff to line management. Almost identical percentages from the service and manufacturing sectors, 68.9 percent and 68.6 percent respectively, indicated that their firms had formal policy statements recognizing human resources as an essential corporate asset. Data were collected on kinds of training provided, delivery systems, and time spent on training. (The questionnaire and 30 references are appended.) (YLB)

ED 326 807 CG 023 017

Hagborg, Winston J.

Characteristics of Severely Emotionally Disturbed Adolescents with Extreme Scores on the Reynolds Adolescent Depression Scale.

PUB DATE- Aug 90
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anxiety; Attendance; *Depression (Psychology); *Emotional Disturbances; Nontraditional Education; Secondary Education; *Student Characteristics; Teacher Attitudes

This study examined self-reported depression among severely emotionally disturbed adolescents at a private school serving publicly funded adolescents enrolled in a therapeutically supportive, non-residential educational program. From a sample of 45 students, using the Reynolds Adolescent Depression Scale (RADS), 15 students were selected for a High scoring group and 9 for a Low scoring group. The two groups were compared on four domains of variables previously cited in the literature: student characteristics, school-related characteristics, teacher ratings (through the Revised Behavior Problem Checklist), and self-reported anxiety (on the Revised Children's Manifest Anxiety Scale, RCMAS). The High RADS group was found to present a higher level of school attendance, more pathological ratings on the Anxiety-Withdrawal scale of the Revised Behavior Problem Checklist, and higher scores on the scales and Total Anxiety score of the RCMAS. The Low RADS group exceeded the High group on the Lie Scale of the RCMAS. The findings of this study suggest that a score on the RADS must be interpreted very cautiously with severely emotionally disturbed adolescents. It is possible that a high score could even be an indication of therapeutic progress, whereas a low score may indicate student resistance to therapeutic involvement. (Author/NB)

ED 326 822 CG 023 033

Teen Outreach. An Overview.

American Association of School Administrators, Arlington, Va.;
Association of Junior Leagues, Inc., New York, NY.
PUB DATE- 89
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Dropout Prevention; High Risk Students; High Schools; *Pregnancy; *Prevention; *School Activities; *Youth Problems

This document contains a variety of materials from the Teen Outreach program, a school-based program begun by the Junior League of St. Louis (Missouri) and designed to decrease the incidence of teenage pregnancy and increase the number of at-risk teenagers who successfully complete their high school education. It is noted that Teen Outreach program expanded to a total of 23 cities in 1988-1989 which were responsible for the implementation of 61 local Teen Outreach programs in middle schools and high schools throughout the United States and Canada. Included in this document are: (1) a fact sheet about Teen Outreach that explains what the program is, how it began, which cities have implemented Teen Outreach, and how to obtain more information about the program; (2) an evaluation report from the fifth year of national replication of Teen Outreach that provides data from the 1988-1989 school year; (3) a process evaluation report of the Teen Outreach program from the 1987-1988 school year; (4) a Teen Outreach newsletter; (5) an overview of the Teen Outreach program; (6) a fact sheet on the Association of Junior Leagues International, Inc.; (7) a booklet on teenage pregnancy; and (8) an order form for other Teen Outreach materials. (NB)

Alvarez, Marino C.
Hispanic Background and Linguistic Factors: Social Contexts for Reading Comprehension and Instruction.
PUB DATE- Dec 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Failure; Elementary Secondary Education; Higher Education; *Hispanic American Culture; Hispanic Americans; *Learning Strategies; *Reading Comprehension; Reading Instruction
IDENTIFIERS- Thematic Organizers

It is important to know and understand the cultural heritage of Hispanic students if this population is to achieve academic success. Excessive drop out rates coupled with low high school and postsecondary graduations indicate the need for reforming school reading/writing and academic curricula. Also, educators at all levels need to be aware of the varying background and linguistic factors exhibited by Hispanic subgroups. To account for these differences, more and diversified literature from Hispanic writers is needed. Learning strategies that can be self-initiated (such as concept mapping and Vee diagramming) as well as strategies that are teacher assisted (such as the use of thematic organizers) can be taught and used by the teacher to help students better understand conceptual relationships among ideas. (Seven notes are included; 58 references are attached.) (RS)

ED 326 856 CS 010 356

Hayes, Bernard L., Ed.; Camperell, Kay, Ed.
Achieving Excellence in Reading. Yearbook of the American Reading Forum, Volume X, 1990.
American Reading Forum.
SPONS. AGENCY- Utah State Univ., Logan. Dept. of Elementary Education.
PUB DATE- 90
NOTE- 202p.; For the ninth yearbook, see ED 314 722.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; Higher Education; High Risk Students; *Literacy; *Reading Instruction; Reading Programs; Reading Research; Reading Teachers; Teacher Education
IDENTIFIERS- American Reading Forum; Amish (Old Order)

This yearbook contains papers which relate to issues in administering, supervising, researching, teaching, implementing, assessing, and strengthening programs and approaches in reading. The 22 papers and their authors are as follows: "Reading in Early America" (Ruskin Teeter); "Looking Back for the Future: Amish Literacy and Its Implications for Educators" (Andrea R. Fishman); "Culture, Family, and Literacy Instruction: A Response to Fishman" (Gary B. Moorman); "Culture, Family, and Literacy Instruction: A Response to Moorman" (Andrea R. Fishman); "Excellence: What Is It? Whose Job Is It?: International Reading Association/American Reading Forom (IRA/ARF) Cosponsored Session" (Patricia S. Koppman); "A Comparison of Student and Teacher Perceptions of Students at Risk" (Richard J. Telfer and others); "Preliminary Development of a Screening Instrument or Learning Disabilities in Secondary Language Class" (Thomas Cloer, Jr. and Louise Williams Stanford); "A Response to Jennings et al., and Cloer and Stanford" (Joan L. Williams); "Facilitating Change to Attain Educational Excellence" (John P. Helfeldt); "Evaluation of Literacy Training: As Viewed by Government Agencies, Educational Organizations, Business and Industry, and Literacy Providers" (James A. Dinnan and others); "Preschoolers Emerging Mental Models with Literacy" (Marino C. Alvarez); "Achieving Excellence in Reading: Where Do We Begin?" (Beth S. Wise and Judy C. Shaver); "Student Teachers' Perceptions of Basal Reader Materials and Methodology" (Leo M. Schell); "Using Mediated Instruction within Theme-Based Instructional Contexts to Enhance Reading Comprehension" (Alice Patterson and Victoria J. Risko); "Developmental Reading Classrooms as Practicum Sites for Prospective English Teachers" (Chester Laine and others); "Developing Case Studies to Prepare Reading Educators" (Roger G. Eldridge, Jr.); "An Analysis of Reading Textbooks Used at the College Level" (Sondra Rebottini and Patricia K. Smith); "Students' Perceptions of Early Field Experience in Reading" (Sarah Dowhower); "Reaction and Resolution: A Response to Dowhower" (Allen Berger); "On Seeking Certitude through Certification" (Wayne Otto and others); "History of the American Reading Forum" (Bob W. Jerrolds); and "A Commemorative Poem on ARF's First Decade" (Warren Askov and others). (SR)

ED 326 887 CS 212 600

Jordan, Edwina
Where Teacher Training Never Treads.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Business Communication; Community Colleges; Educational Resources; *Faculty Development; Higher Education; Instructional Innovation; Professional Continuing Education; *School Community Relationship; *Teacher Effectiveness; *Teacher Motivation; Teaching Experience; Writing Instruction
IDENTIFIERS- Illinois (Peoria); Teacher Needs; Teacher Writing

For a community college business communication teacher, a whole new world has opened in her field and in her city, a city which has changed from a major industrial economy to a service economy. The changing environments require adjustments for class size and location (to retrain laid-off mature workers), in types of examples and vocabulary buzzwords teachers use, as well as in professional attitudes and development. Flexibility and the need for preparation led business writing educators to establish links with the corporate community, address the needs of life-long learners, attend professional as well as local seminars, work together to gain new perspectives (e.g., with part-time faculty of different disciplines), be honest with self-assessment, put to practice what they teach (personal writing), make choices leading to fundamental changes, and involve people at all levels. The list continues as educators attempt to keep up with the process of change. Teachers and departments, however, are renewed through their efforts to effect change. Coordination and concentration lead to revitalized energy. (KEH)

ED 326 903 CS 507 341

Simerly, Greggory

General Semantics and the "Spirit" of the Resolution.

PUB DATE- Nov 90

NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication (Thought Transfer); Communication Skills; Critical Thinking; *Debate; *Debate Format; Higher Education

IDENTIFIERS- *Cross Examination Debate Association; Debate Strategies; General Semantics Paradigm (Korzybski); *Resolutions

The Cross Examination Debate Association (CEDA) strives to eliminate the perceived abuses of intercollegiate debate: machine gun delivery, the overemphasis of evidence cards, and the use of "squirrel cases" (cases so narrow that they ignore most of the resolution or are actually off the topic). CEDA philosophically and, at least to some extent, practically supports the concept of the intent--or spirit--of the resolution. Three ideas from general semantics are particularly suited to thinking about this problem: non-identity, non-allness, and self-reflexiveness. Claiming that there is a true meaning of the topic violates the concept of non-identity. Non-allness means that a word does not represent all that it is supposed to represent, while self-reflexiveness implies that a final conclusion can never be reached about anything. In short, teaching debaters that resolutions have a certain intent is tantamount to saying to them that there is a predetermined, all-encompassing, objective truth, beyond which there is an intellectual void. There is nothing worse for an activity that stresses critical thinking. (Sixty-one references are attached.) (RS)

ED 326 936 EA 022 464

Bridging Schools and Community: Helpful Public Relations Guidelines for Principals.

Pennsylvania School Boards Association, New Cumberland.

PUB DATE- 89

NOTE- 180p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Books (010)

DESCRIPTORS- Academic Achievement; Community Involvement; Community Support; Elementary Secondary Education; Intergroup Relations; Interpersonal Communication; Language Usage; Leadership; Mass Media Use; Organizational Climate; Organizational Communication; Personnel Management; *Principals; Professional Development; Publicity; *Public Relations; Public Speaking; Public Support; *School Community Relationship; School Publications; Supervision; Writing for Publication

Public relations guidelines for school principals are offered in this handbook, with an emphasis on improving student achievement and internal and external communication. Six chapters discuss the principal's public relations role, internal communication, securing and maintaining community involvement, school publications, media relations, and self-development resources. Specific information includes a checklist for the principal's public relations role; strategies for improving school climate; guidelines for relationships with parents, new students, committees, and the community; techniques for improving written and oral communication skills; time management; and crisis management. (LMI)

ED 326 991 EA 022 565

Achilles, C. M.; DuVall, L.

The Knowledge Base in Education Administration: Did NCATE Open a Pandora's Box?

PUB DATE- Aug 90

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA; August 12-17, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Structures; Critical Thinking; *Educational Administration; Elementary Secondary Education; Intelligence; Metacognition; Professional Development; *Theory Practice Relationship; Thinking Skills

The controversial nature of the knowledge base of educational administration is discussed in this paper. Included are a definition of professionalism, a discussion of how to build and develop a knowledge base, and a review of the obstacles to knowledge base development. Elements of a consensual knowledge base include theory, practice, and other combinations. A recommendation is made to build a knowledge base from expert practice, or grounded theory. A conclusion is that the National Council for Accreditation of Teacher Education's new unit rule is useful for educational administrators in defining the knowledge base and justifying instructional practices. A 74-item bibliography is included. (LMI)

ED 326 624 CE 056 336

Evaluating the Implementation and Impact of Section 353 Projects.
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
PUB DATE- May 88
NOTE- 34p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adult Basic Education; Evaluation Criteria; *Evaluation Methods; *High School Equivalency Programs; Outcomes of Education; Professional Development; *Program Administration; Program Effectiveness; *Program Evaluation; State Programs
IDENTIFIERS- *353 Project; *Adult Education Act

This paper identifies and describes techniques that states may use to evaluate the three components of their programs funded under Section 353 of the Adult Education Act: (1) state administration; (2) special projects and staff training programs; and (3) effects or impacts of projects on local programs and instructors. Evaluation of these components is mandated by the Adult Education Act of 1988. The paper includes an overview of recommended techniques for each of the three components and appendixes providing detailed guidelines on evaluation processes, a summary of appropriate evaluation/monitoring approaches to the five categories of Adult Basic Education (ABE) Special Projects, and a list of principles and diagnostic questions from ABE staff development self-study, as well as an annotated bibliography of six documents on relevant administrative and evaluation questions that are readily available to state adult education programs. (KC)

ED 326 653 CE 056 399

Clow, John E.; And Others
Economics and Entrepreneurship. Teaching Strategies. Master Curriculum Guide.
Joint Council on Economic Education, New York, N.Y.
SPONS. AGENCY- National Federation of Independent Business, San Mateo, CA. Research and Education Foundation.; Pew Memorial Trust, Philadelphia, Pa.
PUB DATE- 91
NOTE- 188p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business; Business Administration; *Business Education; Curriculum Guides; Economic Opportunities; *Economics; *Economics Education; *Entrepreneurship; Learning Activities; Lesson Plans; Secondary Education; Self Employment; Social Studies; Tests

Designed for high school teachers of economics, social studies, and business education, this teaching package provides materials for a course that combines study of basic economic concepts with an understanding of entrepreneurship. The teacher resource manual consists of three parts. Part 1 is an overview of the relationship between economics and entrepreneurship education. Part 2 contains 17 lessons. Topics include: entrepreneurs; characteristics of entrepreneurs; human capital; scarcity; economic systems; markets; entrepreneurial innovation; interdependence of entrepreneurial activities; demand; supply; market equilibrium; profits; business organization; borrowing; competitive markets; demand for labor; and government intervention. Contents of each lesson include: time required; concepts; instructional objectives; rationale; required materials; vocabulary (terms with definitions); procedures (suggestions for adapting activities for students of different ability levels); and evaluation (tests or activities to assess students' understanding). Reduced-print pages of student activities follow each lesson. Part 3 describes instructional practices that foster entrepreneurial behavior on the part of students. A complete set of blackline masters for student activities completes the package. (YLB)

ED 326 683 CE 056 500

New Chance--A New Initiative for Adolescent Mothers and Their Children. Project Overview.
Manpower Demonstration Research Corp., New York, N.Y.
PUB DATE- Nov 90
NOTE- 7p.; For a report on the pilot phase, see CE 056 331.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Daily Living Skills; *Demonstration Programs; *Disadvantaged Youth; *Early Parenthood; Employment Programs; *Females; Job Training; Models; One Parent Family; Poverty; *Program Content; *Program Development; Skill Development; Young Adults
IDENTIFIERS- *New Chance

The New Chance national demonstration project is designed to help disadvantaged 17- to 21-year-old mothers and their children achieve economic self-sufficiency and optimal physical and psychological development and thereby to curtail the perpetuation of intergenerational poverty. The New Chance model provides a variety of services to meet the program's multiple objectives. The model will be implemented in 10 states at 16 selected sites that will serve as models for other states and organizations interested in developing similar programs. At least 100 young mothers will participate at each site. Funding will be provided through a consortium of federal, state, and local government agencies, private corporations, and foundations that are committed to increasing knowledge about programs that can inform social policy. The model was piloted in six sites for a year. The pilot sites were successful in attracting the highly disadvantaged population for whom the model was developed, and the sites were able to mount and integrate the comprehensive services that comprise New Chance. Short-term data on the performance of the pilot programs and the achievements of participants suggested that the model has sufficient strength and promise to make the yearlong, 16-site test. (Project funders and names and addresses of demonstration sites are listed.) (KC)

ED 326 714 CE 056 559

Tarrant, Phyllis

Oklahoma Career Choices. How To Use Oklahoma Career Choices as a Teaching Tool.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Oklahoma State Occupational Information Coordinating Committee.

PUB DATE- 90

NOTE- 23p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Career Choice; *Career Education; *Career Exploration; Community Programs; *Counselor Role; Educational Resources; Elementary Secondary Education; Guidelines; *Learning Activities; Lesson Plans; Standards; State Programs; Statewide Planning; *Teacher Role

IDENTIFIERS- National Career Development Guidelines; *Oklahoma

This guide contains teaching/learning activities for Oklahoma teachers and counselors to use in helping students at all levels to explore career options. The first two sections of the guide discuss use of the National Career Development Guidelines by counselors and teachers, provide a directory of regional career development specialists, and describe their role. The third section provides suggested activities for the topics of introduction to career planning; self-knowledge; career planning and exploration; educational and vocational development; and the world of work, training, and educational options. Transparency masters are provided in the following two sections. A high school planning guide involving students and parents and a form for evaluation of the guide are also included. (KC)

are cited. (YLB)

ED 326 729 CE 056 599

Defining Literacy and the National Adult Literacy Survey. Report to Congress.
Department of Education, Washington, DC.
PUB DATE- Jul 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Definitions; *Evaluation Methods; *Illiteracy; Interviews; *National Surveys; *Planning; State Surveys
IDENTIFIERS- *National Adult Literacy Survey; National Assessment of Educational Progress

The Adult Education Amendments of 1988 require the Department of Education to submit a report to Congress on the definition of literacy and then to estimate the extent of adult literacy. Literacy has been defined by self-report in early Census Bureau surveys, in a competency-based approach by the Adult Performance Level project, and as "the application of skills and knowledge across a variety of adult contexts" by the 1985 National Assessment of Educational Progress (NAEP). The NAEP definition is being used by the National Workplace Literacy Project, and it has also been adopted by the Educational Testing Service (ETS) for the 1992 National Adult Literacy Survey (NALS), which will assess a nationally representative sample of adults (ages 16 through 64) residing in private houses and college dormitories in the 48 contiguous states. About 12,500 1-hour, one-on-one interviews will be conducted. The assessment of literacy skills is planned to last 45 minutes, during which respondents will perform simulation tasks. The remaining 15 minutes will be devoted to obtaining background information. ETS will offer states the opportunity to conduct a concomitant State Adult Literacy Survey. (Lists of information contacts and committee members are appended.) (YLB)

ED 326 745 CE 056 646

Sumner, Jack A.
An Assessment of Adults' Learning Strategies while Commuting.
PUB DATE- May 90
NOTE- 13p.; Paper presented at the National Conference on the Adult Learner: Programs to Attract, Retain and Educate Older Students (5th, Columbia, SC, May 28-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Audiotape Recordings; *College Students; *Commuting Students; Educational Needs; *Educational Practices; Educational Strategies; Educational Technology; Females; Higher Education; Nontraditional Students; *Student Attitudes

Observation and literature review show an increasing number of nontraditional students, many of them students "commuting" to college. Defining commuting students as older than 24 and living at some distance away from the college they attend, a survey was conducted among commuting students at a university. Preliminary interviews were conducted with commuting students to draft a list of questions for a data-gathering instrument. Following a pilot test, the survey instrument was finalized. A commuter population was identified and respondents volunteered to complete the instrument, which asked questions about what they do while commuting. Results of the study indicated that commuters were pragmatic and realistic about their expectations and activities. Those surveyed were mostly female and seeking masters degrees. Most commuted alone because it was more convenient, most drove more than 51 miles round trip, and some said they occasionally tried to recruit others for the ride. Activities the respondents did while commuting included providing encouragement, sharing problems, and brainstorming if they commuted with others. They also listened to radio and arranged other meetings. They rated as not helpful during commuting reading, using instructional materials, and using educational tapes. The study concluded that further investigation should be made of students' commuting time, with a view to increasing their use of educational technology, such as tapes, during that time. (KC)

ED 326 761 CG 022 969

Career Passport. Student Workbook.

National Inst. for Work and Learning, Washington, D.C.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 87

NOTE- 38p.; For a companion leader's guide, see CG 022 968.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- College Students; Higher Education; Job Applicants; Job Training; *Resumes (Personal); Secondary Education; Secondary School Students

In 1986, the National Center for Research in Vocational Education undertook a major research and development activity that attempted to address a number of the critical issues related to school and work. The result was the development of the Connections: School and Work Transitions package, of which this workbook is a part. The workbook presents information to assist young people in developing an experience profile or experience-based resume that documents both work and nonwork experiences and the skills, attitudes, and knowledge gained through these experiences. The Career Passport is a formal document that identifies, describes, and presents the many marketable skills young people have gained. It can be used by youth for applications (work, college, training programs), interviews, job searches, and other situations that call for a resume or a concise description of one's skills and abilities. For employers, colleges, and training institutions, the Career Passport provides improved information for screening, interviewing, and selecting applicants and increases their recognition of skill and knowledge being acquired through nonwork as well as work experiences. (ABL)

ED 326 776 CG 022 985

Siebel, Anselm

Vocational Guidance within the Context of the Democratization of Education. Rapports, etudes...S.129.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

PUB DATE- 86

NOTE- 29p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Capitalism; Career Counseling; Career Development; *Career Guidance; Career Information Systems; *Communism; Comparative Analysis; Counselor Role; Cross Cultural Studies; *Education Work Relationship; Employment Potential; Foreign Countries; *Guidance Objectives; *Guidance Programs; Secondary Education; Socialism; Trend Analysis

This paper, based on information concerning the current status of vocational guidance in various countries, describes the main trends in its development in the context of the democratization of education. The experiences of the following countries are reviewed: Austria, Czechoslovak Socialist Republic, Federal Republic of Germany, France, German Democratic Republic, Great Britain, Hungarian People's Republic, Japan, People's Republic of Poland, Switzerland, Union of Soviet Socialist Republics, and United States of America. The following conclusions are drawn: (1) in the socialist countries, the right to education is directly linked to the right to work through the targets set by the various parts of the educational system; (2) in eastern Europe and the Soviet Union, the role of vocational guidance is intended to develop the ability and readiness of young people for work in their chosen occupation, and is closely connected to moral education in emphasizing the importance of diligence, discipline, initiative, creativity, love of work, and respect for all occupations; (3) the market economies of Western Europe, the United States, and Japan differ from the aims, content, and forms of the socialist polytechnical system, in that they are not directly based on immediate production; and (4) as a consequence, vocational training in Western Europe, the United States, and Japan is mainly the responsibility of enterprises, while vocational guidance in schools is aimed at adapting students to conditions prevailing in the economy and to technological development. (TE)

ED 326 872   CS 212 584

Selected Papers from the 1990 Meeting of the American Journalism Historians' Association (Coeur d'Alene, Idaho, October 2-7, 1990): Part 2.
American Journalism Historians' Association.
PUB DATE- Oct 90
NOTE- 281p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - Proceedings (021)
DESCRIPTORS- Foreign Countries; *Freedom of Speech; *Journalism History; *Newspapers; Periodicals; *Press Opinion; *Social History
IDENTIFIERS- Historical Background; Latin America; United Kingdom

The following 11 papers, on a variety of topics, were given at the 1990 meeting of the American Journalism Historians' Association: (1) "They Hang Editors Don't They?: Free Speech and Free Press Issues in the Haymarket Case, 1886" (Nathaniel Hong); (2) "G. K. Chesterton and the British Press, 1911-1933" (Dean Rapp); (3) "Trial by Newspaper in Nineteenth-Century England" (Judith Knelman); (4) "The Halftone and Magazine Reproduction in the United States: From 1880-1900" (Christopher R. Harris); (5) "'...A Beautiful Gesture That Is Perfectly Meaningless...' The ASNE Debate over Teeth in Its Code of Ethics, 1923-1932" (Alf Pratte); (6) "'...To Leave This Beggarly Profession': A Study of Lawyers in Journalism" (Elise D. Nordquist); (7) "The 'New England Courant': Voice of Anglicanism" (Wm. David Sloan); (8) "'Protect the Laborer': Henry Demarest Lloyd and Gilded Age Labor Reporting, 1878-1902" (Richard Digby-Junger); (9) "Science and Sin: The Debate over Prize Fighting in Three Antebellum New York City Newspapers" (Dennis Gildea); (10) "'Hojas Volantes': The Beginning of Print Journalism in the Americas" (Victoria Goff); and (11) "An Inside View of the Immigrant Press: Press Criticism by Two Swedish-American Editors" (Ulf Jonas Bjork). (SR)

ED 326 919 CS 507 364

Buell, Cindy; Crisp, Delmas S.
The Evolution of an Interdisciplinary Major: A Case Study.
PUB DATE- 3 Nov 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Core Curriculum; *Degree Requirements; Educational Change; Educational Research; Higher Education; Interdisciplinary Approach; Liberal Arts; Majors (Students); *Speech Communication
IDENTIFIERS- Speech Communication Education; Wesleyan College GA

This case study examined the shift of the communication major at Wesleyan College (Georgia) from a traditional emphasis to an interdisciplinary focus. Fuzziness of the image of communication as an academic discipline and faculty and administrative concerns about the degree of connectedness of the curriculum in relation to the liberal arts led to the creation of an interdisciplinary major firmly grounded in the liberal arts. In an effort to construct a unique, interdisciplinary communication major in keeping with the mission of this small liberal arts college, the administration appointed a committee of faculty from almost every academic discipline to enumerate realistic objectives and to implement the necessary changes. The committee became involved in extensive meetings, research, formal and informal discussions, and sessions with a consultant. The result was a new communication major that contains seven communication courses and eight liberal arts courses, whereas before eleven speech/communication courses and only one liberal arts course were required. It is felt that this significantly changed blend of communication with the liberal arts will better prepare students for the job market or for graduate school. (Several catalog course listings are included to illustrate curriculum changes.) (KEH)

Dindial, Myrna J.

Increasing Higher Level Thinking Skills in Science of Gifted Students in Grades 1-4 through "Hands-On" Activities.

PUB DATE- 14 Jun 90
NOTE- 101p.; Ed.D. Practicum, Nova University. Appendixes contain uneven type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Critical Thinking; Elementary School Science; *Experiential Learning; *Gifted; Primary Education; *Science Activities; Science Instruction; Scientific Methodology; *Student Projects; *Teaching Methods; *Thinking Skills

This practicum was designed to increase higher level thinking skills of gifted students in primary school. The project sought to retrain students from recalling science information from the textbook to a more challenging and active form of learning through individual projects and small group and large group activities. Students were given instruction in questioning content, they learned to ask and answer higher order questions, they practiced critical thinking skills, they had real-life experiences with science, and practice was given in the use of the scientific method. Of the 26 students, at least 19 showed mastery in each area of instruction. Non-mastery by students in grades 1 and 2 was attributed to lack of experience with content and to developmental level. Appendices contain survey forms, a worksheet for understanding content in science, a worksheet for eliciting answers to higher order questions, and checklists for evaluating critical thinking skills and higher order thinking skills. Another appendix describes over 200 science projects for units on plants, weather, rocks and fossils, animals, energy (heat, light, magnetism), and current topics. (31 references) (Author/JDD)

ED 326 972 EA 022 530

Rankings of the States, 1990. Data-Search Series.
National Education Association, Washington, D.C.
PUB DATE- 90
NOTE- 68p.; For 1989 edition, see ED 318 110. Colored ink on colored paper may affect legibility.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Demography; *Educational Economics; *Educational Trends; Elementary Secondary Education; Enrollment Trends; Expenditure per Student; Expenditures; Faculty; Income; Population Distribution; Population Growth; Property Taxes; *Public Schools; *School Statistics; Standards; *State Norms; *State Surveys; Statistical Data; Taxes; Teacher Salaries

State-level data on an array of topics relevant to public education are presented in this report. State-by-state rank-ordered figures on government and school finance, demographics, and public school personnel provide a statistical assessment of public education and identification of national educational trends. Tables present data on population, enrollment and attendance, faculty, general financial resources, governmental and school revenue, and governmental and school expenditures. A glossary and an index are included. (9 references) (LMI)

ED 327 009 EA 022 812

America 2000: An Education Strategy.
Department of Education, Washington, DC.
PUB DATE- 18 Apr 91
NOTE- 52p.; For further information on "America 2000", call 1-800-872-5327 (1-800-USA-LEARN).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; Educational Innovation; Educational Objectives; *Educational Strategies; Elementary Secondary Education; *Excellence in Education; Federal State Relationship; Higher Education; National Competency Tests; National Programs; School Restructuring
IDENTIFIERS- *America 2000; *National Educational Goals

"America 2000" is a national strategy (not a federal program) designed to accomplish in nine years the six national education goals first articulated by the president and the state governors at the 1989 "Education Summit" in Charlottesville, Virginia. America 2000 is described as having four major "parts," and this booklet is organized around those parts: (1) Better and More Accountable Schools (improving the 110,000 existing schools, for today's students); (2) A New Generation of American Schools (bringing 535 new schools into existence by 1996, for tomorrow's students); (3) A Nation of Students (persuading yesterday's students/today's work force, to keep on learning); (4) Communities Where Learning Can Happen (identifying and designating committed "America 2000 Communities," willing to adopt the six national goals, develop a report card to measure their progress, and create and support one of the 535+ "New American Schools"). Some of the specific operational concepts involved in pursuing this strategy are: (1) "New World Standards" for what young Americans need to know, for each of the five core subjects (English, mathematics, science, geography, history); (2) "American Achievement Tests," a new (voluntary) nationwide examination, based on the five core subjects; (3) "Presidential Citations for Educational Excellence," awarded to high school students who do well on the achievement tests; (4) "Presidential Achievement Scholarships," rewarding academic excellence among needy college/university students; (5) "Merit Schools Program," rewarding schools that make notable progress toward the six goals; (6) "Governors' Academies for School Leaders"; (7) "Governors' Academies for Teachers"; (8) Alternative Certification Systems for Teachers; (9) "America 2000 Communities," designated by their governors; (10) The "New American Schools Development Corporation," a new nonprofit organization, to be established by the business community, that will award contracts for 3-7 "R&D Teams," that will help communities create the new schools. The booklet concludes with a "Glossary" of 20 key terms/concepts used in the text and a "Question and Answer" section posing and answering the 18 most frequently asked questions concerning the new strategy. Appended are a letter from the Secretary of Education, a White House press release, "fact sheet," and "remarks of the President at presentation of National Education Strategy." (WTB)

ED 326 668 CE 056 434

Chang, Frank Tien-Jin
A Study of Technological and Vocational Education in the Republic of China: Some Concepts and Their Implementation.
PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Cincinnati, OH, November 30-December 4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational History; Educational Objectives; *Educational Philosophy; Educational Practices; Foreign Countries; *Technology; *Vocational Education
IDENTIFIERS- *Taiwan

During the past 100 years, technological development in the Republic of China has not been able to catch up with that of western industrialized countries. An important reason is that early Chinese society despised technology and failed to include technical education in orthodox, mainstream education. The concept that one's advancement is in proportion to and based on one's academic achievement affects the content and direction of education even now. Since it has moved to Taiwan from the mainland, the government of the Republic of China has devoted large amounts of money, personnel, and materials to the development of technological and vocational education. The rapid growth of the Taiwan economy is honored as the Taiwan experience and as a model for developing countries. Although the content and teaching methods of trade training have produced many skilled specialists, scholars and educational administrators are now afraid that students receiving only trade training may not have a strong background in mathematics, physics, or chemistry and may not be able to adapt to the new challenges and rapid change in a scientific and technological society. The concepts of cluster programs, career education, lifelong education, and competency-based education are gradually being imported. (13 endnotes) (YLB)

ED 326 791   CG 023 001

Gothberg, Eric J.
The Joys and Challenges of School Counseling Professionals in Rural Communities: A Qualitative Research Study.
PUB DATE- Dec 90
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Elementary Secondary Education; Rural Environment; *Rural Schools; *School Counseling; *School Counselors; Small Schools; Work Environment

For many rural residents, life is often characterized by harsh circumstances that threaten the very fabric of their existence, while for others, who tend to identify with a higher socio-economic class, rural living is a conscious choosing of an alternative lifestyle. Schools within these rural communities would also be quite different from their urban and suburban counterparts. The most obvious characteristic of rural schools is their smallness which results in different climate and atmosphere. It is understandable that rural guidance counselors face many positive as well as challenging stressors in their daily lives. This study used qualitative methods to determine the professional and personal climate of school counselors within rural areas of Maine. Data were collected through group and individual interviews with guidance counselors (N=16). Nine different themes were covered during the interviewing process: isolation, guidance program issues, relationship with administration, professional development, personal environment, professional resources, professional environment, recruitment, and networking. Results indicated that there were unique challenges as well as deeply personal and professionally satisfying advantages to serving as a school guidance counselor in a rural setting. (Author/ABL)

ED 326 823 CG 023 034

Wolchik, Sharlene A.; And Others
Evaluating an Empirically Based Parent Training Program for Divorced Families.
PUB DATE- Aug 90
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Discipline; *Divorce; *Mothers; *Parent Child Relationship; *Parent Education; Social Support Groups

Felner's transitional events model, which views post-divorce adjustment as a function of the environmental stressors a child faces and the interpersonal and intrapersonal resources available to the child, was used as an underlying framework for the development of a parent training program for divorced families. Five modifiable factors found to be significantly associated with children's post-divorce adjustment were identified: (1) quality of the custodial parent-child relationship; (2) discipline strategies; (3) negative divorce-related events; (4) contact with the noncustodial parent; and (5) contact with and support from non-parental adults. Multiple strategies were used to change these factors in 11 group sessions and 2 individual sessions of the program. The groups consisted of five to eight custodial or primary residential mothers and were led by two of eight graduate students in clinical or community psychology. Measures of the putative mediators and of children's adjustment were obtained from both mothers and children pre- and post-intervention. A randomized experimental versus wait list control design was used to evaluate the program. At posttest, families in the intervention group reported better functioning than did families in the control group. The results suggest that the program was clearly effective in enhancing the quality of the mother-child relationship and in decreasing negative divorce related events. Positive program effects on discipline occurred for mothers' reports. Expected changes in father-child contact and support from non-parental adults did not occur. (NB)

ED 326 839 CS 010 338

Leitner, David

Portland Reading Recovery Program 1989-90 Evaluation Report. Year 1.

Portland Public Schools, OR. Research and Evaluation Dept.

PUB DATE- Dec 90

NOTE- 48p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Early Intervention; Grade 1; Learning Problems; Primary Education; *Program Effectiveness; *Reading Achievement; *Reading Difficulties; *Reading Improvement; *Reading Skills; *Remedial Reading

IDENTIFIERS- Portland School District OR; *Reading Recovery Projects

This report on a study of the first year of implementation of the Portland Reading Recovery Program assesses the current status of the program in terms of program planning, teacher outcomes, student outcomes, and parent involvement. Following preliminary data about the 91 first graders and their teachers who were involved in the program, the report discusses findings that suggest that: (1) the program was successfully planned and implemented; (2) the participating teachers (11 teachers in 8 schools) successfully completed an intensive training program that included reading and writing theory and application; (3) the program increased students' reading achievements and concepts about themselves as readers; and (4) the administrators, classroom teachers, and parents supported the program. Data for this report (gathered through interviews, document analysis, test scores, survey questionnaires and observations) are presented in seven tables, two figures, and five appendixes. (KEH)

Hadley, Elaine M.; And Others
School Based Health Clinics: A Guide to Implementing Programs.
Center for Population Options, Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Oct 86
NOTE- 89p.; A publication of the Support Center for School-Based Clinics.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Adolescent Development; Adolescents; *Clinics; Health Facilities; Health Needs; Health Programs; *Health Services; Intermediate Grades; Medical Services; *School Health Services; Secondary Education; Secondary Schools
IDENTIFIERS- *School Based Clinics

Extensive guidelines for the development of a comprehensive school-based health clinic at the middle, junior, or senior high school levels are presented. School-based clinics usually provide the primary health care services needed by adolescents: health maintenance examinations and assessments; diagnosis and treatment of acute and chronic illnesses; first aid; laboratory tests; screening for sexually-transmitted diseases; immunizations; gynecological exams; family planning counseling and related services; and sports physicals, to name a few. Thirteen chapters provide information on program initiation, planning, definition of goals, information gathering, site selection, building community support, media relations, gaining school approval, clinic design, funding, budget preparation, staff selection, clinic evaluation, building positive relationships in the school and maintaining community support. Appendices include an extensive bibliography, an adolescent health fact sheet, a list of potential services, and samples of a parent survey, a consent form, job descriptions, and a school-health care provider contract. (LMI)

ED 326 955 EA 022 507

Karwin, Thomas J.

"Planning Your Partnership": Report on Statewide Teleconference Presented by the California Academic Partnership Program (February 23, 1989).

PUB DATE- Jul 89
NOTE- 151p.; Report for the Advisory Committee of the California Academic Partnership Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Planning; Cooperative Programs; Educational Cooperation; Higher Education; Information Networks; Secondary Education; *Telecommunications; *Teleconferencing; Workshops
IDENTIFIERS- *California; *Partnerships in Education

"Planning Your Partnership," a statewide teleconference presented by the California Academic Partnership Program (CAPP), is described and evaluated in this report. Teleconference objectives included the solicitation of high-quality proposals for CAPP grants, increased information dissemination, and expanded experience with teleconference techniques. Contents include information on transmission and reception planning, conducting the conference, followup activities, participant evaluation, response to the call for proposals, and cost effectiveness. Results include an increase in the number of reception sites and participants, acquisition of high-quality proposals, and an increase in the number of proposals from new audiences. Cost analysis indicates a shift in costs from participants to CAPP, which reduced participant costs significantly. Nineteen appendices contain samples of contracts, correspondence, the participant evaluation form, and evaluation responses. Thirteen tables and eight figures are included. (LMI)

ED 326 992 EA 022 566

Achilles, C. M.
The "One Best System" As a Top-Down Design for Change, 1990's Version.
PUB DATE- Aug 90
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Doctoral Degrees; Elementary Secondary Education; Graduate Study; Higher Education; Institutes (Training Programs); Leadership Training; Management Development; Professional Education; Specialist in Education Degrees
IDENTIFIERS- *University of North Carolina Greensboro

The proposed doctoral program in educational administration at the University of North Carolina at Greensboro is described in this report. Based on an inquiry-to-practice approach, the program revolves around a core curriculum, internship experience, and dissertation. Information is presented on program and advisory structures, recruitment, support, conceptualization, and the revision process. A conclusion is that the final proposed plan falls short of its original innovational goals. Five figures are included. (LMI)

ED 327 040 EC 232 692

Powers, P. J.; Edeburn, Carl

Using Curriculum Based Measurement To Increase Psychomotor Learning Gains in Severely Handicapped Students.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Oct 89

NOTE- 30p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Adapted Physical Education; Behavioral Objectives; Early Childhood Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Instructional Effectiveness; *Intervention; Preservice Teacher Education; *Psychomotor Objectives; Psychomotor Skills; *Severe Disabilities

IDENTIFIERS- Curriculum Based Assessment

This study examined the effectiveness of a 9-month highly structured program of psychomotor development with 174 severely handicapped students ranging in age from 2 to 20 years. Curriculum based measures (CBM) of exemplary performance objectives were developed. Teaching was individualized by a teaching research model of instruction in both public school and higher education settings. Inservice and preservice personnel with no previous expertise in adapted physical education or psychomotor learning served as teachers after training using a metacognitive approach. Results indicated that severely handicapped learners, whether ambulatory or wheel chair users, can, with this type of training, significantly increase psychomotor performance. (Includes 23 references.) (DB)

ED 326 610 CE 056 243

McIlroy, John; Spencer, Bruce
University Adult Education in Crisis. Leeds Studies in Adult and Continuing Education.
Leeds Univ. (England). Dept. of Adult and Continuing Education.
PUB DATE- 88
NOTE- 218p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Access to Education; Adult Education; *Continuing Education; Educational Development; Educational Finance; *Educational History; *Educationally Disadvantaged; Educational Policy; Federal Aid; Federal Government; Foreign Countries; *Government School Relationship; Political Influences; Political Issues; *Politics of Education; Universities
IDENTIFIERS- *England

This book traces the process by which the British government's formal commitment to increasing access to higher education and expanding continuing education has gone hand in hand with severe cuts in extramural departments, insistence on self-financing, and emphasis on vocational training for regeneration, at the expense of liberal education for personal development and citizenship. Chapter 1 is an outline of the history of university adult education (UAE). The next two chapters detail developments in UAE over the last 20 years and attempt to relate change in UAE to education in the wider university and to the growth of political pressure. The argument is made that UAE is in crisis. Chapter 4 considers recently expressed views on the future of UAE, critiques the rationale of the drive to vocational and professional continuing education, and considers the organization of UAE in the context of the changes of the last two decades. Chapter 5 examines the nature of the university today, scrutinizes recent developments in the patterns of UAE provision, suggests changes to facilitate a serious move by universities into a broader continuing education, and discusses proposals from the political parties and a 1987 White Paper. Twenty-one pages of notes and references, a bibliography of approximately 350 items and an author index are provided. (YLB)

ED 326 625 CE 056 340

Pugsley, Ronald S.
Participation in Adult Basic and Secondary Education 1985.
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
PUB DATE- Jan 87
NOTE- 29p.; Type quality in tables 2-8 may affect legibility.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Students; *Educational Finance; *Educational Trends; *Enrollment; Federal Legislation; *High School Equivalency Programs; Outcomes of Education; State Programs; *Student Characteristics
IDENTIFIERS- *Adult Education Act 1966

This document reports the trends in participation in adult basic education and secondary education programs from 1968 through 1985 in 11 charts and 8 tables. It also summarizes trends for the 18 years of that period and for program year 1985. According to the summaries, during fiscal years 1968 through 1985, more than 27 million persons received training under the Adult Education Act. Enrollments in the last 3 years were noticeably higher than in the preceding 3 years; more than 29 percent of the total number of participants for the period enrolled during 1983-85. Women consistently were the majority of those served by adult basic education programs, with enrollments reaching the highest level of male participation in 1985. Total annual spending increased from $40 million in 1968 to $325 million in 1985--an increase of 160 percent in constant 1985 dollars. During this 18-year period, the federal share increased 5 percent in constant dollars, while the state and local share increased 656 percent. Since 1976 the federal share has decreased 13 percent and the state/local share has increased 221 percent in constant dollars. In program year 1985, adult education programs funded under the Adult Education Act served more than 2.8 million persons, an increase of almost 11 percent over the previous year. Four states account for 64 percent of the enrollment: California, Florida, Texas, and New York. Women continued to make up more than half of the enrollment. The two largest age groups in 1985 were 16-24 and 25-44. Approximately 31 percent of those enrolled left before completion. In 1985, more than 65,000 persons were employed in adult basic or secondary education; most were part time or volunteers. (KC)

ED 326 638 CE 056 367

Status Report on Single Parents and Homemakers Programs in New Jersey 1988-1989.
Montclair State Coll., Upper Montclair, NJ. Life Skills Center.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE- 89
NOTE- 43p.; For status reports for other years, see CE 056 363-366.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adults; Community Programs; *Displaced Homemakers; Females; Job Training; *Motivation; Needs; *Nontraditional Occupations; *One Parent Family; Participant Characteristics; *Problems; Program Attitudes; Program Effectiveness; Program Implementation; *Program Improvement; State Programs; Vocational Education
IDENTIFIERS- *New Jersey

A study was conducted to identify the factors that lead single parents and homemakers to choose nontraditional job training and the barriers they encounter in this effort. Data were collected from 14 sites in New Jersey through a mailed survey of 73 single parent/homemaker program clients and 10 program directors. The survey found that the population of single parents and homemakers is growing younger and poorer, with fewer clients having ever been married. Factors attracting women to nontraditional job training were found to be: (1) opportunities to get acquainted with female role models in nontraditional occupations; (2) group awareness sessions; (3) support groups to nurture and sustain women in nontraditional training; and (4) opportunities to link with counselors during training and the initial employment period. Barriers facing single parents included lack of financial support, child care, and transportation. Many single parents and homemakers also had low self-esteem and were unable to set long-term goals. The study recommended that future programs serving this population should offer personal counseling, assertiveness workshops, and a series of short-term job training experiences terminating in preparation for nontraditional occupations. (Twelve figures are included, and survey instruments, program site map, and 15 references are provided.) (KC)

ED 326 698 CE 056 531

Melis, Africa
The Phenomenon of Business Start-Ups.
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- Dec 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Economic Opportunities; *Entrepreneurship; *Financial Support; Foreign Countries; *Government Role; *Job Development; Job Layoff; *Management Development; Postsecondary Education; Self Employment; *Small Businesses; Unemployment
IDENTIFIERS- *European Community; France; Italy; Spain; United Kingdom

A study of four European countries (France, United Kingdom, Italy, and Spain) was conducted to gather data on the business start-up process and its impact on the generation of jobs, small business start-up support programs, training and counseling programs, and characteristics of successful business starters. (The original aim of the study was to gather information about the unemployed who start businesses, although such data proved hard to obtain.) Original research and literature searches were used to obtain information. Some of the findings were the following: (1) the total number of businesses started annually in European Community countries exceeds 1 million; (2) these small enterprises account for one-third of all new jobs; (3) a large percentage of the start-ups, including all those undertaken by unemployed business starters, receive financial help from governments, which are allocating substantial sums to these programs; (4) almost half of these newly created businesses fail before the completion of their third year; and (5) effective criteria for selecting the projects to be funded and good back-up training are factors relevant to improving the business survival rate. (KC)

Thomas, Sandra P.; Williams, Robert L.

Relationships among Perceived Stress, Trait Anger, Modes of Anger Expression and Health Status of College Men and Women.

PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Society of Behavioral Medicine Scientific Sessions (11th, Chicago, IL, April 18-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anger; College Students; *Health; Higher Education; *Personality Traits; *Stress Variables

Relationships among perceived stress, trait anger (general propensity to become angry), modes of anger expression, and health status were examined in a sample of 720 college students, using Caplan's conceptualization of stress as the study's framework. Propensity toward anger was assessed by the 10-item form of the Trait Anger Scale (Spielberger et al.), modes of anger expression were assessed by the Framingham Anger Scales, perceived stress was operationalized by the Perceived Stress Scale (Cohen, Kamarck, and Mermelstein), and current health status was assessed by Ware's 9-item Current Health Scale. As hypothesized, stress was a positive correlate of trait anger and all four modes of anger expression. To clarify the relative contributions of anger and stress to the variance in current health status, stepwise regression analyses were used. Trait anger, anger-in and anger-out failed to meet inclusion criteria. The final model explained 14% of the variance in health status with three variables: perceived stress, anger-discuss, and anger symptoms. Thus, trait anger was not as important to health as were the modes chosen to express anger after its arousal by stressful events. Discussion of anger appeared to be a health-promoting expression mode, while expressing anger through somatic symptoms was inversely related to health. (Author/NB)

ED 326 873 CS 212 585

Strong, William

Premises, Premises: New Ways To Think about Sentence Combining.

PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; English Curriculum; Higher Education; Language Acquisition; *Language Skills; *Sentence Combining; Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Skills

By limiting sentence combining to the arena of syntax and skills, an individual's own thinking is seriously constricted. Any linguistic act is simultaneously two games at once--an "inner game" of intention and strategy, and an "outer game" of actual performance. According to this formulation, all language events are intentional, purposeful, and social--a way of personally constructing the world and communicating it (to others). Much of the writing process movement has shown how increased attention to the inner game can result in better outer game performance. Since writing is thinking, more planning should lead to better writing. To date, most sentence combining activities have focused on outer game performance, not on the interplay of intentions and strategy with sentence-level decisions. Frank Smith says that much language learning is vicarious--that to the extent that people are engaged as members of the Literacy Club they are internalizing an enormous array of lessons, without conscious effort or awareness. Certain types of given-language activities--assuming that they stimulate inner game/outer game learning--provide an alternate way to help certain students regain sensitivity to literacy lessons. They support such learning because they engage students collaboratively. (One format for a persuasive writing lesson is included and 12 references are attached.) (MG)

ED 326 888 CS 212 601

Day, Louis A.; Butler, John M.
The Virtue Ethics Canon: Laying the Foundation for Moral Responsibility in Scholastic Journalism.
PUB DATE- Jan 91
NOTE- 45p.; Paper presented at the Annual Conference of the Association for Education in Journalism and Mass Communication (Miami, FL, January 25, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility
(142)Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Ethical Instruction; *Ethics; *High Schools; *Journalism Education; Moral Development; *Moral Values; School Newspapers; *Values Education
IDENTIFIERS- Controversial Topics; Hazelwood School District v Kuhlmeier

This paper recommends that the high school journalism curriculum assume a prominent position in the teaching of ethics in the public academy. The paper proposes to lay the foundation for strategies that will foster student journalists' skill and enthusiasm in covering controversial issues, while requiring them to justify their decisions--particularly those with ethical implications--based upon the principles of sound moral reasoning. It relies upon principles referred to as the "virtue ethics canon," (a set of principles set forth by the ancient Greek philosophers for moral education and the development of individual virtue), namely that: (1) there are certain fundamental, universal, and immutable moral values; (2) these values can be taught; and (3) these values must be applied through the process of moral reasoning as a precondition for virtuous behavior. The paper begins with a brief examination of the philosophical foundations of the virtue ethics canon and its early role in the American educational system. The paper then discusses the demise of the canon in the face of the relentless pressure from the forces of pragmatism, progressive education, and moral relativism that precipitated the present crisis within the public academy in general and scholastic journalism in particular. The paper then examines the theoretical foundations for a restoration of the canon within the journalism curriculum and some of the guidelines that should be considered in the teaching of moral reasoning to student reporters and editors. Ninety-one notes are included. (SR)

ED 326 904 CS 507 344

McKinley, Nancy L.; Larson, Vicki Lord
Students Who Can't Communicate: Speech Language Services at the Secondary Level.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Nov 89
NOTE- 9p.; Printed on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- *Communication Disorders; *Communication Problems; *Curriculum Development; Curriculum Problems; Interpersonal Communication; Models; Secondary Education; Speech Improvement; *Speech Instruction; *Speech Therapy; Student Problems

This pamphlet maintains that schools must address the needs (typically underserved or unserved in the schools) of students with oral communication disorders. The pamphlet states that such disorders range from language comprehension and/or production deficits to social communication problems, to low-level thinking skills, to hearing problems, to speech problems such as stuttering or articulation errors. The pamphlet's six sections are as follows: (1) Why Speech Language Services Are Critical; (2) Identifying Students with Communication Disorders; (3) How To Structure Effective Speech-Language Programs (discussing information dissemination, identification, assessment, program planning, intervention, and follow-up); (4) Exempli Gratia (containing descriptions of five speech-language programs based on the above model); (5) Summary; and (6) Resources. (SR)

ED 326 973 EA 022 531

Resource Manual for Handling Body Fluids in the School Setting To Prevent the Transmission of Human Immunodeficiency Virus and Hepatitis B Virus.

Maryland State Dept. of Education, Baltimore.; Maryland State Dept. of Health and Mental Hygiene, Baltimore.

PUB DATE- 89
NOTE- 31p.; Some print may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Communicable Diseases; *Disease Control; Elementary Secondary Education; *Health Education; Hygiene; Public Health; Sanitation; School Personnel; Viruses
IDENTIFIERS- *Maryland

Guidelines to prevent the transmission of blood-borne diseases, especially those caused by the Human Immunodeficiency Virus (HIV) and the Hepatitis B Virus (HBV), in the school setting are provided in this resource manual for school staff. Sections include information on the reasons for the development of this manual; a summary of the means of HIV and HBV transmission; and guidelines and techniques for handwashing, using gloves, disposal of soiled materials and equipment, disease identification, cleanup procedures, and staff education. Appendices include state policy recommendations, correct hygiene and label reading procedures, AIDS Prevention Education Bylaw, Department of Health and Mental Hygiene policies, and Maryland Occupational Safety and Health Standards. (LMI)

ED 327 024 EC 232 674

Law for the Welfare of Physically Disabled Persons, 1949 (The Latest Amendment Was in 1986).

Japanese Society for Rehabilitation of the Disabled, Tokyo.
PUB DATE- 86
NOTE- 42p.; For a related document, see EC 232 675. Document contains light, thin print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; Braille; Children; Counseling Services; Financial Support; Foreign Countries; *Government Role; *Legislation; Medical Services; *Physical Disabilities; Prostheses; Public Policy; *Rehabilitation; Rehabilitation Counseling; Welfare Services; Workshops
IDENTIFIERS- *Japan

This document presents the text of the 1949 Japanese Law for the Welfare of Physically Disabled Persons and brief extracts of later amendments. Sections in Chapter 1 cover definitions, the Advisory Council on Welfare of Physically Disabled Persons, and service providers. Chapter II covers welfare measures such as the physically disabled person's certificate, the examination, rehabilitation counseling, the rehabilitation training allowance, medical care for rehabilitation, designation of medical agency, prosthetic appliances, and vending stands. Rehabilitation institutions are addressed in Chapter III, including standards, rehabilitation centers, custodial care homes, welfare homes, sheltered workshops, the workshop for the manufacture of prosthetic appliances, and braille facilities. Chapter IV presents provisions for reimbursing expenses, with articles on disbursement by local units, disbursement by the prefecture, disbursement by the state, and the shares of the various governmental agencies. Miscellaneous provisions are covered in Chapter V and include supervision and transition provisions. An attachment provides a graded list of degrees of physical disability. (DB)

ED 326 684 CE 056 501

Pohl, Susan E.
The Federal Government's Role in Trying To Solve the Adult Illiteracy Problem: The Current Situation and Proposed Solutions.
PUB DATE- Apr 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Educational Improvement; *Educational Trends; *Federal Government; Federal Legislation; Federal Programs; Futures (of Society); *Government Role; *Literacy Education; Program Improvement
IDENTIFIERS- Adult Education Act 1965; Adult Literacy Initiative

A research project used a Cornell University library search, online computer catalogs, the Educational Resources Information Center (ERIC) database back to 1967, government publications, and Dissertation Abstracts International for the Social Sciences for the past 30 years to investigate the Federal Government's role in working to solve adult illiteracy problems. The search found that for more than 2 decades, the Federal Government has taken a measure of responsibility for adult education, its principal effort being the Adult Education Act through which Adult Basic Education (ABE), Adult Secondary Education (ASE), and English-as-a-Second Language (ESL) programs are offered. The government's ABE program began in 1964 under the Economic Opportunity Act. Another program, Right to Read, began operating in 1971, but was declared a failure 6 years after it began. The Adult Literacy Initiative was established in the Reagan Administration to encourage volunteer programs of literacy tutoring and to make literacy a national priority. Funding for adult literacy programs has grown steadily, but still falls short of meeting the need. The literature also suggests that although volunteer efforts have been very helpful, a trained professional force of literacy educators is needed. The study concluded that an effort coordinated and "energized" by the Federal Government would stand a greater chance of success than the small and fragmented programs that now exist. (77 references) (KC)

ED 326 715 CE 056 560

Swindell, Rick

Characteristics and Aspirations of Older Learners from Twelve U3A Campuses in New South Wales, Queensland and South Australia.

PUB DATE- 90

NOTE- 51p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; *Adult Students; Aspiration; Educational Research; Foreign Countries; Individual Characteristics; *Older Adults; *Student Characteristics; *Student Educational Objectives; *Student Interests; Student Participation

IDENTIFIERS- *Australia; *University of the Third Age (Australia)

A June 1990 survey was used to determine characteristics and aspirations of University of the Third Age (U3A) participants in Australia. The overall response rate was 73 percent. The three parts of the survey questionnaire collected information regarding wider adult education questions such as educational background, extent of activity in leisure and learning, perceptions of health, and educational interests of the older learner. Survey findings were summarized in graphs that contained the percentage of responses for each campus as well as for the entire sample of 771 participants. Tabular responses were also developed for all responses. The following participant characteristics and educational preferences were analyzed: gender; age; persistence; course participation issues, such as perceived benefit, nonparticipation reasons, preferred class format, and willingness to be a tutor; course organizational issues, such as frequency, duration, and preferred time of day; educational attainment; prior participation; future participation; leisure activities; health; finance; and reason for joining U3A. (Twenty-six graphs show data for the Brisbane campus and all U3A; 22 tables reflect percentages for U3A overall. Thirty-one references and the survey instrument are appended.) (YLB)

ED 326 730 CE 056 600

Agribusiness Education. Alabama Course of Study. Bulletin 1990, No. 60.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 90
NOTE- 65p.; For other course of study documents, see CE 056 601-606.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Machinery; Agricultural Occupations; Agricultural Production; *Core Curriculum; *Course Content; Entry Workers; Job Skills; Natural Resources; Secondary Education; State Curriculum Guides; *Vocational Education
IDENTIFIERS- *Alabama

This course of study provides a framework for the content of a program in agribusiness education as part of the Alabama vocational education program. The course of study was designed to assist educators in developing and maintaining high quality vocational programs and to ensure uniformity of vocational programs. Following a description of the framework for agribusiness education, the guide lists topics and required student outcomes for core courses in the regular agribusiness program: agriscience and general shop, agribusiness science and general shop, agritechnology and agricultural mechanics, and agribusiness and agricultural mechanics. It also describes topics and student outcomes for specialized 2-year courses: horticulture/floriculture, forestry production and processing, livestock production, and agricultural construction/maintenance. Finally, the guide provides topics and student outcomes for optional courses in exploring agribusiness, exploring agribusiness and natural resources, and semester courses. A note on vocational student organizations completes the guide. (KC)

ED 326 746 CE 056 854

Report on the Fight against Illiteracy.
Commission of the European Communities, Brussels (Belgium).
PUB DATE- 89
NOTE- 205p.; Frequent type legibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Adult Basic Education; *Adult Literacy; *Adult Programs; Community Action; Distance Education; Educational Improvement; Educational Needs; *Foreign Countries; *Government Role; *Literacy Education; Outcomes of Education; Program Effectiveness; *Program Implementation; Young Adults
IDENTIFIERS- *Europe

The member countries of the Commission of European Communities carried out various programs to combat illiteracy in their countries. The activities can be grouped in six areas: (1) adaptation of teaching to overcome the learning difficulties of disadvantaged pupils; (2) reconsideration and development of the objectives of language skills at the primary level; (3) prevention of loss of skills in students; (4) initial and inservice teacher training; (5) literacy campaigns; and (6) distance learning. Community action was also initiated to teach literacy. (The majority of this document is made up of summaries of the activities of the literacy programs carried out in 12 member states: Belgium; Denmark; Spain; France; Greece; Ireland; Italy; Luxembourg; The Netherlands; Portugal; Germany; and the United Kingdom.) (KC)

ED 326 762 CG 022 970

National Plan for Research on Child and Adolescent Mental Disorders. A Report Requested by the U.S. Congress Submitted by the National Advisory Mental Health Council.
National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 90
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) l
DESCRIPTORS- Adolescents; *Child Health; Children; Federal Programs; *Mental Disorders; *Mental Health Programs; Public Policy; *Research Needs; *Research Problems

This report focuses on the more than 7 million American children who suffer from mental disorders. It was written in response to a Congressional request for development of a national plan delineating how the National Institute for Mental Health would expand basic, clinical, and services research in the area of child mental health, and also describing how the critical shortage of manpower can be addressed. These topics are discussed: (1) dimensions of mental disorders among children and adolescents; (2) causes and determinants of mental disorders; (3) interventions for child and adolescent mental disorders; (4) service delivery and systems of care; (5) the problems and needs in the field of child and adolescent mental health research and suggestions to assure that a strong research infrastructure will permit continued rapid advances; (6) research dissemination and advocacy for child and adolescent mental health; and (7) National Institute for Mental Health budget and administrative recommendations. (ABL)

ED 326 777 CG 022 986

Seminar on the Prevention of Problems Associated with the Use of Drugs in West Africa (Dakar, Senegal, December 12-17, 1988). Final Report.

United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Educational Sciences, Contents & Methods of Educ.

PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- *Developing Nations; *Drug Abuse; *Drug Addiction; *Drug Education; Elementary Secondary Education; Foreign Countries; Program Proposals; Seminars; Special Health Problems
IDENTIFIERS- *Africa (West)

The seminar on the prevention of drug problems in West Africa reported in this document was part of a multidisciplinary program on this theme implemented by Unesco in Ghana and Senegal since 1986, with the financial support of the United Nations Fund for Drug Abuse Control. As part of the program, an epidemiological survey was conducted among the 15 to 24 year-old group in the two countries. The survey identified the substances used, the mechanisms of consumption, and factors likely to encourage the use of drugs. Based on the results of the surveys and the problems encountered, the seminar undertook to review the multidisciplinary project as a whole, in order to see what results had been obtained, compare experiences, and examine the possibility of further action in the future, including the extent to which the project might be extended to other West African nations. This document first presents a summary of the seminar discussions, focussing on the following issues: problems in carrying out the surveys, general principles concerning drug abuse problems, the merits of drug prevention experiments in schools in Ghana and Senegal, preventive action out of schools, linking epidemiological research with preventive action, and possible ways to extend the interdisciplinary program. Next, a variety of proposals are offered by participants for further research, intersectoral cooperation, education in and out of school, prevention, coordination of activities, extending activities to other countries, and information exchange. A list of participants is included. (TE)

ED 326 920 EA 021 927

Le Metais, Joanna

The Impact on the Education Service of Teacher Mobility: A Report.

Association of Education Committees' Trust (England).; National Foundation for Educational Research in England and Wales, London.

PUB DATE- Mar 90

NOTE- 74p.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Elementary Secondary Education; *Faculty Mobility; Foreign Countries; *Teacher Certification; Teacher Motivation; *Teacher Orientation; Teacher Qualifications; *Teacher Recruitment; Teacher Role; *Teacher Shortage; Teacher Supply and Demand

IDENTIFIERS- *European Community

In December 1988 the Council of the European Communities adopted a directive to promote teacher mobility throughout the European Community (EC) by defining mutual qualifications. The purpose of this report is to assess the impact of the initiative on educational services. Chapter 1 is an introduction. Chapter 2 examines teacher recruitment problems and the implementation process of the EC directive. Chapter 3 compares initial teacher training with the directive's criteria and the criteria of the British Department of Education and Science in order to assess the effectiveness of other member states' training programs. The importance of differences in teachers' expectations of their professional role is addressed in chapter 4, which focuses on a cooperative study of French and English primary teachers (Broadfoot, 1988). Chapter 5 offers suggestions for school support of teachers from different environments. Chapter 6 makes recommendations for improving teacher recruitment, deployment, induction, retention, and management. The focus is on teachers preparing to teach at the general educational level. Methodology used for the report includes a literature review, consultations with United Kingdom agency representatives, data collaboration with a study conducted by the European educational policy network (Eurydice), and observation of the Netherlands' education system. An extensive bibliography is included. (LMI)

ED 326 654   CE 056 402

Hardin, Paula Payne
Successful and Unsuccessful Aging: What Makes the Difference?
PUB DATE- 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Development; *Aging (Individuals); *Attitudes; Developmental Stages; *Midlife Transitions; *Older Adults; Self Actualization
IDENTIFIERS- *Generativity

Although aging is a process that affects everyone, individuals can choose how they will behave as they become older. Some persons choose to focus on the negative, becoming more and more self-centered and driving away those around them, becoming a burden to themselves and to society. Others, often prompted by a midlife crisis or period of introspection, choose to age more generously, focusing on the wider world and life outside themselves and their families. This perspective, called by some philosophers "generativity," is a journey of caring that paves the way to a rewarding second half of life. Generativity helps those who embrace it to avoid the pitfalls of the other road that leads to self-absorption and stagnation. A large national survey and other studies resulted in a list of qualities of generative people: a generous view of others, a giving attitude, a positive relationship with nature, undergoing a process of personal integration, experience of a pivotal event that led to transition or rebirth, simplified lives, and hopefulness. Qualities of those who are self-absorbed and are aging unsuccessfully include the following: a tendency to blame others for problems, a tendency to alienate others, moodiness, rigid opinions, fears associated with money, obsession with life's inequities, and lack of intimate friends. Midlife people need to make a conscious effort to choose the positive behaviors that will lead to a generative old age. (KC)

ED 326 792 CG 023 002

Morris, David C.

Social Relationships and Perceived Well-Being of Older Adults in Contemporary Middletown.

PUB DATE- Nov 90

NOTE- 9p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (43rd, Boston, MA, November 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitudes; Community Surveys; Health; Individual Needs; *Life Satisfaction; *Older Adults; *Well Being

The general objective of this study was to examine life satisfaction within the milieu of a classic, sociological, community setting: Middletown, U.S.A. Subjects (N=400) were persons, 60 years of age and older, over one-half of whom were married and most of whom had at least one living child. A significant majority of these older Middletowners reported high levels of both life satisfaction and good health. Most appeared to feel that their income was at least adequate for their needs. After examining a large pool of independent variables, a multiple regression analysis revealed that five variables accounted for the vast majority of variance in life satisfaction. Those variables were: subjective health status, the variable with the greatest overall effect; comparative life satisfaction; sufficient contact with a confidant; degree of loneliness; and satisfaction with income. The amount of contact with friends, neighbors, offspring and/or amount of income were not significantly related to differing levels of life satisfaction. The findings tend to confirm the view that it is more often the perception of quality and not necessarily the quantity of social bonds, statuses, and relationships which account for varying degrees of life satisfaction or well-being. (ABL)

ED 326 840 CS 010 339

Phillips, Jerry
Creating a Disabled Reader: A Father's Perspective.
PUB DATE- Dec 90
NOTE- 26p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Ability Grouping; Elementary Secondary Education; Learning Disabilities; Parent School Relationship; Public Schools; *Reading Attitudes; *Reading Difficulties; *Reading Failure; *Reading Instruction; Self Esteem; Track System (Education)
IDENTIFIERS- Reading Motivation

A father describes how the public school system made his daughter, Charlie, into a disabled reader. Charlie had experienced early reading success both at home and in kindergarten, and enjoyed reading. Placed in the low reading group in first grade, Charlie resisted the dull, structured exercises of remedial reading instruction which she received throughout her elementary school years. Considered an unmotivated troublemaker, Charlie turned away from the standard curriculum and developed interests in other directions. In middle school she began a drive toward athletic acceptance; by this time, Charlie's father regularly received letters telling him that his daughter was "dumb." To recapture the good reading times at home, he introduced her to the Judy Blume books. She read them all, but would not perform for the public schools. Apparently, Charlie viewed middle school reading as a difficult decoding game having little to do with the meanings she found in the Blume books. In high school, Charlie participates in coursework in order to remain eligible for athletics, and it seems likely that she will graduate. Enrolling in graduate reading studies, Charlie's father found ways of learning to read other than drill and repetition, and attempted to turn Charlie from the school's ways of learning to more natural ways. In retrospect, he believes that he placed too much trust in the school system and in its grouping practices, and should have tried to intervene sooner. Charlie's problems are rooted in social separation, standardized test scores, and isolated, skill-based remedial instruction. The schools Charlie attended tracked her too early, and left her on track too long. Charlie and her father eventually shut down all accountability schemes offered by a sterile school system dominated by quantitative views of learning and replaced them with a view of knowledge as something to understand and analyze with the experiences children bring to their activities. (Forty-one references are attached.) (SR)

ED 326 857 CS 010 357

Zenanko, Carl M.; And Others
The Teaching/Learning Center for "At-Risk" Students: An Update.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Education; *Elementary School Students; Higher Education; *High Risk Students; *Practicums; *Preservice Teacher Education; Student Teachers
IDENTIFIERS- Jacksonville State University AL

The Teaching/Learning Center (T/LC) for "at-risk" students is an on-campus tutoring program designed to "desaturate" the local schools surrounding Jacksonville State University of excessive numbers of preservice teachers, to provide practicum experiences for preservice teachers under state education agency guidelines, and to serve an "at-risk" student population in the surrounding area. The T/LC operates under the umbrella of the Instructional Services Unit in a three-way program which includes a Technical Assistance Center and a Learning Resource Center. Preservice teachers engage in "hands-on" teaching/tutoring activities; computer managed instruction; planning and implementing instruction; preparing test items and giving diagnostic tests; and preparing alternative modes of instruction. As an extension of this tutoring program, the T/LC began a trial outreach program in the fall of 1990 for 79 "at-risk" students at a local elementary school. This special program targets economically disadvantaged students who cannot travel to the university site. If successful, this outreach program may be expanded to include additional public school sites. The overall impact of the T/LC has been to reduce the drop-out rate, increase students' test performance scores, and strengthen preservice teachers' teaching competencies. (Two tables of data are included, and an appendix contains a sample letter to parents.) (Author/SR)

ED 326 905 CS 507 345

Van Hoeven, Shirley A.
The Role of Communication in Peace and Global Future Studies.
PUB DATE- Nov 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Communication Problems; Communication Research; Course Content; Global Approach; Higher Education; *Intercultural Communication; Interdisciplinary Approach; *International Relations; *Peace; Speech Communication; World Affairs
IDENTIFIERS- Course Development; *Peace Studies

An evaluative study examined the role communication scholars should play in the planning, development and teaching of peace studies courses. Numerous surveys indicate increased student concern over world communication and peace. The language and war metaphors being used by the various governments in the Persian Gulf crisis illustrate how the misuse of language impedes the communication process. Most communication departments already offer courses conducive to the teaching of peace education in communication classes. These courses could very easily include a chapter or section on peacemaking. For example, courses such as group problem solving, discussion, ethics, conflict management, leadership, debate, bargaining and negotiation, and interpersonal communication could add segments on peacemaking. Offering a course in peacemaking and dialogue is another highly recommended option within the capabilities of communication educators. (Twenty-seven references are attached.) (KEH)

ED 326 956 EA 022 508

Karwin, Thomas J.
"Building Your Partnership": Report and Evaluation of Statewide Teleconference Presented by the California Academic Partnership Program (September 28, 1989).
PUB DATE- Mar 90
NOTE- 136p.; Report prepared for the Advisory Committee of the California Academic Partnership Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Planning; Cooperative Programs; Educational Cooperation; Higher Education; Information Networks; Secondary Education; *Telecommunications; *Teleconferencing; Workshops
IDENTIFIERS- *California; *Partnerships in Education

Implementation and evaluation of the "Building Your Partnership" teleconference, presented by the California Academic Partnership Program (CAPP), is described in this report. Information on CAPP's second teleconference includes background and objectives; planning, reception, and convening; and conference evaluation. A conclusion is that teleconference objectives were met. Outcomes include increased participant/panelist interaction time, improved cost-effectiveness, overall positive evaluation by participants, increased number of participants, and intention of the majority to participate again. Recommendations include limiting panelist presentations and utilizing sources other than emergency power generators. Nineteen tables, 12 figures, and 24 appendices are included. (LMI)

ED 326 993 EA 022 567

Achilles, C. M.
The Vu from Mt. Deja (Epimetheus Reports That Prometheus Remains Bound).
PUB DATE- Oct 90
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Educational Innovation; Elementary Secondary Education; Higher Education; *Humanities; Institutes (Training Programs); Liberal Arts; Professional Education; Seminars; Teaching Methods; Theory Practice Relationship

Application of the study of humanities in administrator education is explored in this paper. The argument is made that humanities studies help to conceptualize ideas and generate theory, and to represent and explain what is uniquely human. Effective administrators require problem-solving and critical thinking skills for dealing with people-related problems in human situations. Suggestions are offered for developing a graduate humanities seminar based on critical analysis, which teaches students to evaluate and synthesize issues and to relate concepts to educational theories. Appendices include notes and an article on the evaluation of a humanities seminar in administrator education and an example of seminar content and structure. (25 references) (LMI)

ED 327 041 EC 232 693

Harper, Gary W.; And Others

Discriminating between Hyperactive and Control Preschoolers: The Preschool Vigilance Task.

PUB DATE- May 90

NOTE- 18p.; Paper presented at the Annual Conference of the Midwestern Psychological Association (Chicago, IL, May, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Attention Control; *Attention Deficit Disorders; *Computer Assisted Testing; *Handicap Identification; *Hyperactivity; Measures (Individuals); Preschool Children; Preschool Education; Student Evaluation; *Test Validity

IDENTIFIERS- *Preschool Vigilance Task

This study examined the ability of a newly developed computerized visual vigilance measure, the Preschool Vigilance Task (PVT), to differentiate between 20 hyperactive and 20 control preschoolers. The PVT was developed to minimize cognitive requirements in a vigilance measure. The study compared performance of the subjects on the PVT and the established Continuous Performance Task (CPT) on two separate occasions. Results indicated that both the PVT and CPT were useful in differentiating between hyperactive and control preschoolers. Discriminant analyses revealed that for all combinations of data, the PVT produced significantly higher percentages of correct group classification than did the CPT. The PVT is seen to have potential in the identification of preschool children with Attention-Deficit-Hyperactivity Disorder. The PVT involves only simple computer software and can be administered by minimally trained nonprofessional personnel in approximately 20 minutes. Includes 16 references. (DB)

ED 326 669 CE 056 436

Hotchkiss, Lawrence; Desy, Jeanne
Assessing the Contribution of Vocational Education to Basic Education in Secondary Schools.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Education; Cognitive Style; *Educational Benefits; Educational Theories; Estimation (Mathematics); *Interaction; Outcomes of Education; Program Effectiveness; Program Evaluation; *Role of Education; Secondary Education; *Secondary School Curriculum; Student Characteristics; *Vocational Education

This report examines the contribution of secondary vocational education to learning outcomes. It is targeted to research scholars with professional interests related to vocational education, effective schooling, learning, and methodology. The first of six chapters is an "Introduction" (Lawrence Hotchkiss, Jeanne Desy). "The Effects of Vocational Education: Theory" (Desy) presents a comprehensive review of theoretical viewpoints that describe what the role of vocational education in learning is expected to be. "The Effects of Vocational Education: Empirical Findings" (Desy) assesses empirical findings on the effects of vocational education. "Interpretation and Standardization of Interaction Effects" (Hotchkiss) summarizes the literature on interpretation and estimation of statistical interaction models. "Interaction in Dynamic Models" (Hotchkiss) analyzes the impacts of dynamic cycling of cause and effect on interaction specifications. "The Vocational Classroom and Student Learning Styles" (Hotchkiss, Desy) summarizes and integrates the earlier chapters. Student characteristics are considered in examining the question, Which students especially benefit from the vocational education experience? Ten pages of references are provided. (YLB)

ED 326 699 CE 056 533

Employment Training. Bulletin Number 3.
Further Education Unit, London (England).
PUB DATE- Oct 90
NOTE- 8p.; For bulletin number 2, see ED 310 287.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Vocational Education; Case Studies; *Education Work Relationship; *Employment Programs; Foreign Countries; *Job Training; Postsecondary Education; Technical Institutes; *Vocational Education; Work Experience Programs
IDENTIFIERS- *United Kingdom

This bulletin considers recent developments in employment training, especially with regard to Training and Enterprise Councils (TECs) in Great Britain. These developments include the freedom of each TEC to choose the training schemes it wants to offer, TEC self-direction, changes in funding for job training, and the addition of other unemployed groups to those now eligible for training. It also discusses quality issues, such as the requirement that all organizations involved in training must achieve approved status from the Training Agency through its system of Reports on Training Arrangements (ROTA). Criteria for ROTA are listed. Four case studies, collected in March-April 1990, show how colleges of further education are responding to employment training. The bulletin then addresses how training has been used to effect change in colleges, particularly with regard to development of the curriculum, institution, and staff. These changes are discussed: flexible learning, equal opportunities, guidance, staffing, staff development, standards, stages, and implementation. Some insights into future developments are drawn. (YLB)

ED 326 747 CE 056 855

Vocational Training and the New Information Technologies. Work Programme 1985-1988. Communication by the Commission to the Council.

Commission of the European Communities, Brussels (Belgium).

PUB DATE- 18 Apr 85

NOTE- 19p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Action; Demonstration Programs; Educational Policy; Educational Research; Exchange Programs; Foreign Countries; *Guidelines; *Job Training; Postsecondary Education; *Program Development; Research Methodology; Secondary Education; *Technical Education; Technological Advancement; *Vocational Education

IDENTIFIERS- *European Community

This guide contains information on community action programs for vocational education for members of the European Community. Following an introduction to the concept of community action for vocational training in the new information technologies, the guide outlines the features of community action. These include a training policy, a network of demonstration projects, a concerted research program, and exchanges and study visits. The final section provides information on organization of the program. A financial sheet in French is appended. (KC)

ED 326 809 CG 023 019

VanLoy, Wendy J.; Cudeck, Robert

A Longitudinal Analysis of Sex Differences in Latent Achievement.

PUB DATE- 10 Aug 90

NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Academic Ability; *Elementary School Students; Elementary Secondary Education; Longitudinal Studies; *Mathematics Achievement; *Secondary School Students; *Sex Differences; *Verbal Development

While previous studies investigating sex differences in the growth of academic abilities have been inconsistent in their conclusions, sex differences have often been reported, particularly in the areas of verbal and mathematical achievement. Results from several longitudinal studies have suggested that these measured differences in achievement are negligible at the elementary school level but are significant thereafter. The objective of the current investigation was to examine the possibility of sex differences with respect to true-score achievement in the verbal and mathematics domains over time, employing a longitudinal model for achievement which included both a covariance structure and a mean structure. The data were taken from the Growth Study at Educational Testing Service. Four measures of verbal achievement and two measures of quantitative achievement were examined at four time periods in consecutive 2-year intervals for 1,433 boys and 1,594 girls from grades 5 to 11. The analysis indicated that there were only slight differences in latent variable achievement means on verbal measures, but widening differences on quantitative measures. The means indicated that boys' mathematical skills increased faster than girls' skills from grades 5 to 11. The results do not support the contention that sex differences exist with respect to verbal achievement, but do support the notions that sex differences exist in the mathematics domain and that these differences are increasingly divergent across time. (Author/NB)

ED 326 824 CG 023 035

Pakalns, Gail

Perceived Social Support and Psychological Well-Being in Working Mothers.

PUB DATE- Aug 90

NOTE- 39p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Employed Parents; Family Relationship; Friendship; *Mothers; Preschool Children; *Social Support Groups; *Well Being

The psychological benefits of employment may be particularly reduced for working mothers by the stresses of parenting young children. This study was designed to investigate specific relations between three sources of perceived support (spouse, extended family, friend) and five aspects of experienced psychological health (tension, depression, irritability, fatigue, and well-being) in 115 married, high-achieving, full-time working mothers of preschoolers from the New York Metropolitan Area. Perceived social support from the extended family was measured by a modified version of the Perceived Social Support--Family scale, perceived spouse support was measured by a modified version of the Perceived Social Support--Family scale, and perceived friend support was measured by the Perceived Social Support--Friends scale. The five aspects of psychological health investigated were measured using scales of the Profile of Mood States: Depression (depression-dejection scale); Tension (tension-anxiety scale); Irritability (anger-hostility scale); Fatigue (fatigue-inertia scale; and Well-Being (vigor-activity scale). Sociodemographic information was collected through a Personal Data Questionnaire. Canonical correlation analysis revealed that 26% of the variation in distress and well-being was accounted for by a composite of perceived social support strongly related to spouse support and moderately related to extended family support. Surprisingly, friend support was unrelated to the psychological variables. The relation found was not influenced by a range of sociodemographic variables. (Author/NB)

ED 326 938 EA 022 483

Giles, Douglas E.; Giles Sharon
Where Do All the Superintendents Go?
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Board Administrator Relationship; Elementary Secondary Education; *Labor Turnover; *Occupational Mobility; *Retirement; *Superintendents; Surveys
IDENTIFIERS- *California

California annually experiences significant turnover among its superintendents; 468 out of 1,002 superintendents vacated K-12 superintendent seats in California between 1986 and 1989. Of this number, 92 accepted superintendencies in other districts and 4 became county superintendents. To discover where the other 372 superintendents went, information on every California district and superintendent was drawn from several consecutive issues of the "California Public School Directory" and entered into a computerized database. Questionnaires were also sent to new superintendents and to women superintendents listed in the 1989 directory. The literature consistently reports that superintendents leave positions to: (1) become superintendent of a larger, higher status district; (2) become superintendent of a district paying significantly more; (3) escape from a disharmonious board/superintendent relationship; and (4) enter into retirement. The database developed for this study, however, does not show that superintendents typically retire or move to larger, higher status districts with higher pay. Fully 80 percent of vacating superintendents do not move to other California superintendencies within 2 years. Results show that 13.7 percent of vacating superintendents assumed or accepted other administrative positions of lesser responsibility rather than retire. Also, 18.3 percent voluntarily retired, and 6.62 percent accepted unplanned, involuntary retirement, leaving 38.68 percent unaccounted for. Based on database and survey results, this paper unequivocally finds that board/superintendent disharmony is the major cause of superintendent turnover in California. (MLH)

ED 326 974 EA 022 532

Hunter, Deloris Ramsey

How To Increase Assistant Principals' Involvement in Class Management. Tips for Principals from NASSP.

National Association of Secondary School Principals, Reston, Va.
PUB DATE- Dec 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Assistant Principals; *Classroom Techniques; Discipline Problems; Elementary Secondary Education; *Instructional Leadership; Principals; Teacher Administrator Relationship

Strategies for principals to increase their assistant principals' involvement in classroom management and to fulfill their positions as instructional leaders are described in this bulletin. Strategies include: (1) introduction, implementation, and reinforcement of classroom management skills; (2) development of partnerships with teachers; (3) understanding and adjusting classroom dynamics; (4) establishing student responsibility; (5) use of a systematic approach to discipline; (6) involvement of all staff to create a positive atmosphere; (7) use of support services; (8) enhancement and motivation of teachers; and (9) assignment of assistant principals to different duties. The strategies stress discipline problem prevention through increased involvement in classroom management. (LMI)

ED 327 010 EC 220 591

York County Transition Project Surveys.
University of Southern Maine, Portland.
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Education Work Relationship; Employment Opportunities; High Schools; *Learning Disabilities; Needs Assessment; Parent Attitudes; Postsecondary Education; *Program Evaluation; Program Improvement; Questionnaires; Student Attitudes; Teacher Attitudes; *Transitional Programs
IDENTIFIERS- Maine (York County)

The York County (Maine) Transition Project was designed to improve postsecondary education and employment opportunities for learning-disabled students. Three survey forms for evaluating the impact of the project comprise this document. The first survey is a six-page questionnaire targeted to practitioners. It gathers data on: (1) the project's assessment process for identifying students' needs and developing transition plans; (2) usefulness of inservice training workshops; (3) development or improvement of linkages with school and community resources; (4) improvements in transition planning due to the project; and (5) the project's impact on employment opportunities. The second questionnaire is a student follow-up survey and gathers data on employment status, job characteristics, job satisfaction, services that were helpful in getting a job, plans for the future, and students' attitudes toward transition project services. The final survey form asks parents to provide information about their son or daughter's employment status, services utilized to acquire the job, services that could help in getting a job, importance of various elements of special education and vocational education, and opinions of the transition project. (JDD)

ED 327 025 EC 232 675

Long-Term Plan for Government Measures for Disabled Persons (Priority Measures during the Second-Half of the United Nations Decade of Disabled Persons). (Translation).
Japan Headquarters for Promoting the Welfare of Disabled Persons, Tokyo.

PUB DATE- 25 Jun 87
NOTE- 53p.; Translated from Japanese. For a related document, see EC 232 674.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Translations (170)
DESCRIPTORS- Agency Cooperation; Cooperative Planning; *Disabilities; Employment; Foreign Countries; *Government Role; Health Services; *Long Range Planning; Needs Assessment; Normalization (Handicapped); Recreation; *Rehabilitation; Services
IDENTIFIERS- *Japan

The document presents recommendations for government services for disabled persons after 6 years experience with Japan's 1982 long-term plan. The section on fundamental policies notes the principles of rehabilitation and normalization and makes nine recommendations concerning such areas as securing equal opportunities, supporting independence, utilizing advanced technology, and promoting international cooperation. The second section addresses priority measures for specific subjects including public information; health and medical care; education and upbringing; employment; income security and welfare services; living environments; promotion of sports, recreation, and cultural measures; and promotion of international cooperation. The final section briefly addresses the need for cooperation among the relevant government organizations. (DB)

ED 326 611 CE 056 297

Martin, Donna

Agricultural Record Keeping. Instructor Key and Supplementary Units.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- Aug 90

NOTE- 310p.; For the guide to which this is a supplement, see CE 054 302.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Accounting; *Agribusiness; *Agricultural Education; Agricultural Occupations; Behavioral Objectives; Competency Based Education; Farm Accounts; *Farm Management; Learning Activities; Pacing; *Recordkeeping; Secondary Education; *Special Needs Students; *Supervised Occupational Experience (Agriculture); Tests

IDENTIFIERS- Missouri

This teaching manual is designed to help students with special needs learn and apply recordkeeping skills in agriculture. The material applies specifically to recordkeeping for a supervised agricultural experience program. The units presented here supplement the curriculum guide, "Developing Programs of Supervised Agricultural Experience." The document begins with an instructor's guide containing a general preface, notes to the instructor, a list of references, a list of competencies addressed, a special needs follow-up questionnaire, a class progress chart, and answer keys to skill sheets, activity sheets, and lesson tests. Following this, eight self-paced lessons cover receipts; expenditures; cash flow; inventory; financial statement; business agreements; ownership business agreements; and placement training agreements. Each unit consists of some or all of the following color-coded components: a page with introduction, objectives, specific competencies listed as study questions, and a short student assessment form; terms and their definitions; steps of procedure which present a verbal and illustrated step-by-step explanation of a given skill or task; skill sheets with paper and pencil exercises; activity sheets; lesson test; and performance checklist. (YLB)

ED 326 626 CE 056 342

Bartel, Ann P.; And Others
Technological Change, Trade, and the Need for Educated Employees: Implications for Economic Policy. NCEE Brief Number 5.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; Education Work Relationship; Financial Policy; *International Trade; *Job Skills; *Labor Force Development; *Labor Market; *Public Policy; *Technological Advancement; Vocational Education

Work force issues regarding technological change, international trade, and changes in job skills were the subject of a series of studies of work force changes in U.S. industries. The studies examined the characteristics of employees in 61 manufacturing industries in 1960, 1970, and 1980 through data obtained from the Labor Demographics Matrices compiled by the U.S. Department of Labor. Differences in wages and education levels were compared with differences among industries with respect to capital equipment and other measurable characteristics. One finding indicated that industries introducing new technologies hired better-educated employees and paid them higher wages. The policy implication of this finding is that since new technologies create work environments that demand more learning, levels of investments in all levels of education must be improved. Another finding was that as international trade expands, the United States is specializing in learning-intensive goods and services. U.S. trade deficits have been concentrated among traditional industries whereas the country's comparative advantage is in skill-intensive goods and services. The policy implication of this finding is that federal and state economic development strategies should shift to a focus on and support for emerging high technology industries. (10 references) (YLB)

ED 326 639 CE 056 368

Murk, Peter J.; Stephan, Jane F.

Volunteers Enhance the Quality of Life in a Community...or (How to Get Them, Train Them and Keep Them).

PUB DATE- 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Labor Turnover; Motivation; Program Development; Program Implementation; *Recruitment; *Volunteers; *Volunteer Training

Volunteers assume a wide variety of responsibilities in community organizations. In service-oriented activities, adult and community educators make extensive use of volunteers, asking them to fulfill a number of roles and giving them such responsibilities as tutoring, counseling, problem solving, and decision making. Issue- or cause-oriented activities seek volunteers who work to make community agencies and individuals aware of a need for social and community change. Knowing why people volunteer their time and talents is important to understanding volunteer motivation and involvement. They volunteer to help other people, to benefit society, to use socializing skills, to develop or maintain personal development skills, and for employment-related motives. Recruitment of volunteers should be done with a major campaign to address the needs of the agency, the needs of the volunteer, and the needs of the director. A job description should be presented to the applicant, and an effective training program should be developed and implemented. Adult education principles are helpful in developing meaningful, effective training programs. Retention is best accomplished through the development of feelings of importance and belonging. Rewards and recognition are also important to volunteers. (12 references) (YLB)

ED 326 685 CE 056 505

Tan, Esther
Work Values of Singaporean Adolescents.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Age Differences; Attitude Change; Developing Nations; Foreign Countries; *High School Students; Interpersonal Relationship; Secondary Education; Two Year Colleges; *Values; Values Clarification; *Work Attitudes
IDENTIFIERS- *Singapore; Work Values Inventory

This study attempted to determine the predominant work values among Singaporean students, possible changes in the work values of adolescents as they proceed from early to late adolescence, and the role of gender in forming work values. Using a cross-sectional design and stratified random sampling techniques, a sample of 645 boys and 735 girls was drawn from 14 secondary schools and 3 junior colleges in Singapore. Stratification was based on geographical location, type of school, and distribution of the students in terms of age, gender, and curriculum. The students ranged from 12 to 18 years of age. Super's "Work Values Inventory (1970) was used to ascertain the work values of the adolescents in the sample. The study showed that regardless of age, gender, and curriculum, secondary school students in Singapore show a preoccupation with the importance of interpersonal relationships at work. To them, having a good and impartial supervisor and getting along with colleagues are of utmost importance, followed by "achievement" at work. Contrary to expectations, only slight age differences can be observed in that the younger students place more emphasis on "altruism," "esthetics," "supervisory relations," and "associates," whereas the older students are more concerned with practical values such as "way of life" and "economic returns." The study concluded that career guidance programs in schools need to begin early to be effective and that they should also address values clarification issues. (KC)

ED 326 716 CE 056 561

Mao, Lee

Computer Integrated Technology and Its Influence on Engineering Technology Programs.

PUB DATE- May 90
NOTE- 9p.; Paper presented at the Annual International Conference on Teaching Excellence and Conference of Administrators (12th, May 20-23, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; *Computers; *Electromechanical Technology; Electronics; *Electronic Technicians; Engineering Education; *Engineering Technology; Higher Education; *Program Design; *Student Certification
IDENTIFIERS- Computer Integrated Technology

Traditional electronics engineering technology (EET) graduates have a broad and general background in EET, but they encounter difficulty when faced with the modern computerized working environment. The EET curriculum trains students to be broad-spectrum, general electronic technicians rather than specialized ones. EET graduates are competing in the job market with graduates from industrial technology programs who have an associate degree and training that emphasizes computer electronics technology and related topics. Traditional EET program graduates can be upgraded to a level of competence in networking through specialized computer-integrated technology (CIT) training in an additional summer quarter after receiving a traditional associate degree in EET. These graduates can take elective courses in the EET curriculum that are oriented toward the CIT area. Courses would meet the prerequisites in this area of specialized training. The student who wished to enter the CIT certificate program would take two pre-CIT courses in place of the two standard EET electives and new courses from the CIT curriculum. In addition, part of the material covered in the CIT area of study would overlap with existing EET courses. (Four figures are appended.) (YLB)

ED 326 731 CE 056 601

Business Education. Alabama Course of Study. Bulletin 1990, No. 59.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 90
NOTE- 69p.; For other course of study documents, see CE 056 600-606.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Core Curriculum; *Course Content; Job Skills; *Office Occupations; *Office Occupations Education; Secondary Education; State Curriculum Guides; *Vocational Education
IDENTIFIERS- *Alabama

This course of study provides a framework for the content of a program in business education as part of the Alabama vocational education program. The course of study was designed to assist educators in developing and maintaining high quality vocational programs and to ensure uniformity of vocational programs. Following a description of the framework for business education, the guide lists topics and required student outcomes for core courses in the business program: accounting, keyboarding, business computer applications, business law, business mathematics/recordkeeping, keyboarding applications, office procedures, and rapidwriting. It also describes topics and student outcomes for optional courses in business principles and a continuation of rapidwriting. Minimum required content is outlined for the following modules: accounting, automated office systems, business communications, business economics, business law, business mathematics, business organization/business management, dictation/transcription, employment preparation and retention, entrepreneurship, keyboarding applications, leadership, mail handling and shipping, office procedures, recordkeeping, records management, and telecommunications. Notes on cooperative education and vocational student organizations complete the guide. (KC)

ED 326 763 CG 022 971

Harley, David A.
Impaired Job Performance and Critical Incidents: Factors Influencing Supervisory EAP Referrals.
SPONS. AGENCY- Employee Assistance Professionals Association.; Owens-Illinois, Inc., Toledo, OH.
PUB DATE- Aug 90
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Assistance Programs; *Employer Employee Relationship; *Employment Problems; *Job Performance; Motivation; Personnel Management; *Referral; *Supervisors

Relatively little empirical research has been done on the supervisory referral of employees to employee assistance programs (EAPs). Inclusion of constructive confrontation (supervisory referral) into program standards and its continued promotion as a "central strategy" of program theory and operation calls for critical investigation of supervisors' referral behavior, factors affecting their use of the strategy, and its effectiveness with the referred employees. This study examined two factors found to influence referral action--job performance and occurrence of a critical incident at the worksite which can serve as a "trigger event" for the supervisor. Supervisors (N=415) at 25 sites from 7 organizations responded to a survey regarding their referral behavior. Both impaired job performance and critical incidents were found to have significant relationships to the EAP referral handling of a specific "job problems" employee. Reported occurrence of a dramatic worksite incident accounted for about eight times as much of the observed referral index variance as did the job performance (impairment) scale. A nonsignificant trend was noted that the more "public" the incident, the greater the referral action taken. About one-half of the respondent supervisors were found to have taken no referral action whatever with their "job problems" subordinate. These findings raise questions about supervisors' perceptions of EAPs and their motivations in referral. More research into referral dynamics is needed if EAPs are to achieve their potential to help workers and their host organizations. (Author)

ED 326 874 CS 212 586

Kamberelis, George
Markers of Cognitive Change during the Transition to Conventional Literacy.
PUB DATE- 90
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Child Language; *Cognitive Development; Grade 1; Invented Spelling; Kindergarten; Knowledge Level; *Language Processing; Learning Processes; *Literacy; Primary Education; *Reading Writing Relationship; Writing Attitudes; Writing Processes
IDENTIFIERS- *Emergent Literacy; Reading Behavior; Story Writing

This study examined transitional knowledge during literacy development, hypothesizing that there are times when the integration of reading and writing knowledges into literacy knowledges is problematic for children because these knowledges are out of synch with one another. Data were gathered from 46 kindergarten pupils, each of whom wrote and read back six stories (during individual writing sessions over a 2-year period) which were analyzed for developmental patterns. Results revealed two mixed-level relationships between the sophistication of children's narrative compositions and their readings of those compositions: "Low level writing/high level reading" and "High level writing/low level reading." The first type represents the relationship of pairing stories composed of letter strings with written-language-like readings while the second represents the relationship of pairing compositions consisting of invented spellings and conventional orthography with readings judged to be oral or written monologues. Findings suggest that while there might not be a clear cut boundary between emergent and conventional literacy, there does seem to be a time in development when a greater than average amount of cognitive reorganization occurs that functions to integrate production and comprehension knowledges and thereby facilitates the advent of conventional literacy. (Three tables of data and five figures containing samples of children's story writing are included; 48 references and 2 appendixes are attached.) (KEH)

ED 326 889 CS 212 604

Miller, Susan

Textual Carnivals: The Politics of Composition.

PUB DATE- 91
NOTE- 273p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Educational Environment; *English Curriculum; Higher Education; Literature; Organizational Climate; *Writing (Composition); Writing Teachers
IDENTIFIERS- Educational Issues; *English Teachers

This book examines the status of composition in English studies and the uneasy relationship between composition and literature. The three parts of the book (entitled "Where the Carnival Has Been," "The Carnival in the Great American Theme Park: Established Composition," and "Alternative Entertainments") seek to clarify the historical and political contexts of composition teaching, research, and administration. Drawing on the author's extensive experience as a composition administrator, teacher, and scholar, as well as on a national survey of prominent composition professionals, the book argues that composition instructors inadvertently continue to foster the negative myth about composition's place in the English hierarchy by assuming an assigned, self-sacrificial cultural identity. An appendix contains the survey instrument and results. (KEH)

ED 326 921 EA 022 199

Buck, Beryl; Broussard, Rolland L.

A Survey of Selected Attitudes of Principals and Assistant Principals before the 1988 Employee Strike, during the 1988 Employee Strike, toward the Collective Bargaining Process, and after the 1989 Employee/Board Contract.

PUB DATE- 15 Aug 90

NOTE- 28p.; Paper presented at the Annual Conference of the National Council of Professors of Educational Administration (Los Angeles, CA, August 1990). Computer type in appendices may affect legibility.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Role; Assistant Principals; Collective Bargaining; Contracts; Elementary Secondary Education; Labor Relations; Negotiation Agreements; Personnel Management; *Principals; *Strikes; Unions

IDENTIFIERS- *Vermilion Parish Schools LA

Attitudes of principals and assistant principals before, during, and after a teacher strike that occurred in mid-1988 in Louisiana's "A" parish school system are examined in this study. A second focus is on differences between principals and assistant principals in levels of experience and attitudes. Questionnaires mailed to 23 principals and 11 assistant principals in the Vermilion Parish School System yielded a 76.5 percent response rate. Findings indicate that both groups perceived labor management relations as confrontational and felt excluded from prevention management. They viewed their primary responsibility during the strike as the maintenance of school operations and reported that management training was inadequate for handling these situations. They viewed collective bargaining as beneficial in improving teacher participation, but offering no relief to the pressures of administrative decisionmaking. Levels of experience and education had no significant effect on attitudes between the two groups. Appendices include a copy of the questionnaire and demographic and attitudinal statistics. (12 references) (LMI)

ED 326 994 EA 022 570

Bartell, Carol A.
Incentives That Enhance the Teaching Profession: Background Paper. One in a Series of Reports on Attracting Excellence: The Call for Teacher Incentives.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 57p.; For a related document, see EA 022 571.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Incentives; Job Satisfaction; Motivation Techniques; *Recognition (Achievement); Teacher Effectiveness; Teacher Evaluation; *Teacher Motivation; Teacher Persistence; Teacher Recruitment

Incentives to encourage teacher excellence for the purposes of teacher attraction, retention, improvement, and enhancement are examined in this report. Motivators involving monetary plans, career status, awards and recognition, professional responsibility, and workplace conditions are described, as well as the issues of cost, planning, and evaluation. Other topics covered are teacher evaluation--its purposes, plans implemented by other states, and its organizational impact--and developing a decision-making framework. Seven recommendations are made, some of which include matching the type of motivator with the intent of the incentive plan, consideration of a wide range of motivators built along a continuum, and encouragement of teacher feedback. One figure and an extensive bibliography are included. (LMI)

ED 326 778 CG 022 987

Bingham, William C.; And Others

A Cross-Cultural Analysis of Transition from School to Work. Reports, Studies...S. 132.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

PUB DATE- 86

NOTE- 91p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- Agency Cooperation; Career Counseling; Career Development; *Career Guidance; Career Information Systems; Counselor Role; Cross Cultural Studies; *Education Work Relationship; Employment Potential; Foreign Countries; *Guidance Objectives; *Guidance Programs; Secondary Education

IDENTIFIERS- Canada; Colombia; Greece; Ivory Coast; Taiwan

This document, intended for use by guidance professionals and educators, examines basic vocational guidance issues pertaining to the transition from school to work in a cross-cultural context. The introductory chapter, "A Perspective on Transition from School to Work" (William C. Bingham), provides a conceptual framework for examining guidance practices as they relate to the transition from school to work. Following this, current practice in each of five countries is described in separate chapters: (1) "Vocational Guidance Services for Transition from School to Work in Canada" (D. Stuart Conger); (2) "The Buddha and the Computer: Career Guidance in Taiwan of China" (Martin R. Katz); (3) "Preparation for Work in Colombia" (William C. Bingham); (4)"Vocational Guidance in Greece: Change in the Midst of Tradition" (Niki Tzavella); and (5) "Vocational Guidance in the Cote d'Ivoire" (Annie Perrier). In the final chapter, "Cross-Cultural Analysis and Synthesis" (William C. Bingham), the five country descriptions are brought together for a direct examination of the similarities and differences between them. Appended are a discussion and study guide, suggestions for the training of guidance workers, and a list of Canadian publications on vocational guidance in English and French. A list of 107 references is included. (TE)

ED 326 793   CG 023 003

Miller, Rowland S.; Simpson, Jeffry A.
Relationship Satisfaction and Attentiveness to Alternatives.
PUB DATE- Aug 90
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Dating (Social); Higher Education; *Interpersonal Attraction; *Interpersonal Relationship; *Satisfaction

Social exchange theory asserts that satisfaction is not the only factor that determines whether relationships last. Whether or not individuals are happy, interactions are evaluated using a comparison level for alternatives that describes the quality of outcomes judged to be available in the other partnerships. In this study, college students (N=137) provided detailed descriptions of their current romances that delineated their current satisfaction, and attention to and evaluation of the alternative relationships available to them. Subsequently, 79 of those people participated in a laboratory procedure in which they provided evaluations of specific same-sex and opposite-sex targets presented to them in pictorial form. The results suggest that satisfaction with a relationship and interest in alternatives to that relationship are substantially (and negatively) interrelated. Contrary to existing theory, happy lovers may be blind to attractions that would (and do) disrupt lesser partnerships. The grass may be greener on the other side, but happy gardeners are less likely to notice. (Author/ABL)

ED 326 858 CS 010 358

Limbrick, Libby; And Others

Peer Power: Using Peer Tutoring To Help Low-Progress Readers in Primary and Secondary Schools. Item 13.

New Zealand Council for Educational Research, Wellington.

PUB DATE- 85

NOTE- 22p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Peer Teaching; Reading Difficulties; Reading Material Selection; *Tutoring

IDENTIFIERS- *New Zealand; Paired Reading

Based on the principle that children learn a great deal from other children, this booklet suggests ways to use the potential of the peer group to help other pupils become better readers. The first section, "Children as Natural Teachers," presents the advantages of using peer tutoring, the eight important components of a successful peer tutoring program, and the design of such a program. The next section describes "Paired Reading" (a technique pioneered in Britain): the technique, who can tutor whom, how much training tutors should have, how peer tutoring can be fit into the day, what reading materials can be used, and how to determine the instructional level. The third section discusses "The Mangere Technique": its techniques, how much training tutors should have, and what reading materials can be used. The booklet also notes points to watch out for in both programs, gives brief examples from four schools that use peer tutoring, and includes a tutor's handbook for paired reading as well as a report card and a tutor's checklist. (SR)

ED 326 957 EA 022 509

Karwin, Thomas J.; Hancock, Deborah O.
Academic Partnerships Reach New Heights.
PUB DATE- Aug 89
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Cooperative Programs; Educational Cooperation; Higher Education; Information Networks; Secondary Education; *Telecommunications; *Teleconferencing; Workshops
IDENTIFIERS- *California; *Partnerships in Education

Response to a request for a proposals workshop presented through a statewide satellite teleconference by the California Academic Partnership Program (CAPP) is described and evaluated in this report. A goal of CAPP is to develop cooperative efforts between higher education and the public schools. Outcomes of the teleconference included a four-fold increase in the number of participants, solicitation of quality proposals, and an overall positive evaluation by participants. Planning expenses were higher but were cost-effective in relation to improved outcomes and lowered costs for participants. (LMI)

ED 327 042 EC 232 694

A Parent's Guide to Special Education: Your Child's Right to an Education in New York State.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

PUB DATE- Mar 90
NOTE- 101p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Childrens Rights; *Disabilities; *Due Process; Educational Legislation; Eligibility; *Handicap Identification; *Individualized Education Programs; Long Range Planning; Parent Participation; Parent Rights; Parent Role; *Parent School Relationship; Referral; Regular and Special Education Relationship; School Responsibility; School Role; Special Education; *Student Evaluation; Student Rights
IDENTIFIERS- *New York

This manual for parents of children and youth with handicapping conditions presents an overview of the special education process in New York State. Part 1, after a brief history of legislation since 1960 which established public education rights for students with handicaps, briefly describes regular education and its interaction with special education. There follows an overview of the special education process in New York State and a detailed chapter discussing each of the seven steps involved in the process: (1) referral; (2) evaluation; (3) recommendation and initiation of the Individualized Education Program (IEP); (4) implementation; (5) the IEP planning conference; (6) the annual IEP review; and (7) triennial evaluation. Due process rights at each stage are explained, and a separate chapter summarizes these rights. A discussion of factors to be considered in planning for the child's future includes occupational education, rehabilitation services, employment and independence, postsecondary education, aging-out, sources of assistance, and financial planning. A resource list of 11 New York State departments or agencies is provided. Part 2 provides ideas and suggestions for parent participation in the educational process in the form of checklists, sample forms, record keeping ideas, and suggestions for parent-school cooperation. Also included is a timeline and sources of assistance for planning beyond high school and a list of frequently used acronyms. (BRM)

ED 326 655   CE 056 405

Preston, Janet E.; Kunz, Margie H.

A Comparison of Competency-Based Instruction with Conventional Instruction in the Home Economics Classroom.

PUB DATE- 90

NOTE- 23p.; Based on a presentation made at the American Vocational Association Convention (Cincinnati, OH, November 30-December 4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Competence; *Competency Based Education; *Cooking Instruction; High Schools; Home Economics; *Inservice Teacher Education; *Outcomes of Education; Pretests Posttests; Teacher Effectiveness; *Teaching Methods; Workshops

This study compared student learning in secondary consumer and homemaking foods classes using three different methods of teacher preparation. In Method 1, teachers were provided with lists of competencies and workshop training for using the competencies. In Method 2, teachers were provided with lists of competencies and no workshop training; and in Method 3, teachers had neither lists of competencies nor workshop training. The sample included 344 students from 18 Utah high school nutrition and foods classes, using a unit on baking yeast breads. A pretest/posttest research design was used, and results were assessed using analyses of variation. The study found that (1) there was no significant difference in student learning between the three groups tested when each method was compared independently; (2) a significant difference was found when Method 1 and Method 2 were grouped together and compared with Method 3; and (3) teacher variables analyzed did not show a significant impact on student scores. Further research was recommended, with expectations that it would show greater gains for Method 1. (KC)

ED 326 748 CE 056 856

Commission Work Programme Relating to the Promotion of Innovation in Secondary Education in the European Community.
Commission of the European Communities, Brussels (Belgium).
PUB DATE- 14 Oct 88
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Change Strategies; *Educational Change; *Educational Cooperation; *Educational Innovation; Education Work Relationship; Foreign Countries; *International Cooperation; International Educational Exchange; International Programs; Secondary Education
IDENTIFIERS- *European Community

The Commission of the European Communities (CEC) has proposed a program for practical cooperation among Member States in secondary education. The strategies and methods of cooperation developed in two previous action programs must be adapted to the evolving situation of the 1990s. Factors of particular importance are continuing structural change in the labor market, a steady drop in the number of young people entering the labor market, and the need for a system for the management of change. Further preparatory and analytical work has been carried out in two important thematic areas: inservice training at the "grass-roots" level and illiteracy prevention. These priorities have been identified from the following needs: (1) to prepare teachers better for their new roles in the transition process; (2) to promote closer links between education and economic development; (3) to combat school failure; (4) to strengthen the specific role of the school in the guidance process; (5) to promote gender equality in education; and (6) to strengthen partnership between parents and secondary schools. The CEC intends to monitor innovation in secondary education, identify opportunities for cooperation, and establish a task force that will provide technical assistance. (YLB)

ED 326 825 CG 023 036

Battistich, Victor; And Others

Effects of a Program To Enhance Prosocial Development on Adjustment.

PUB DATE- Aug 90

NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990). Research supported by a grant from the William and Flora Hewlett Foundation.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; Elementary School Students; *Interpersonal Competence; *Peer Relationship; *Problem Solving; Program Effectiveness; *Prosocial Behavior; School Activities; *Skill Development; *Social Adjustment; Social Development

This study examined the effects of the Child Development Project, an elementary school program designed to enhance prosocial development on children's peer relations and social adjustment. Research has focused on a longitudinal cohort of children that entered three program schools in kindergarten in the fall of 1982, and completed sixth grade in the spring of 1989. A corresponding cohort of children that attended three other elementary schools in the same district has served as a comparison group. Data were collected from cohort students at all six schools at third and fourth grades, from students at two schools at fifth grade, and from students at four schools at sixth grade. Overall, 236 comparison and 285 program students participated in the research. Data revealed that program students were more accepting of (and more accepted by) their classmates, were less lonely, and were lower in social anxiety than were students at comparison schools. No differences were found between program and comparison students on measures of self-esteem, liking for school, perceived social competence, or perceived popularity. The observed positive effects on peer relations and social adjustment support and extend earlier findings indicating that the program has had positive effects on students' interpersonal behavior in the classroom, social problem solving skills, and commitment to democratic values. Collectively, these studies suggest that the program has consistent positive effects on children's social development throughout the elementary school years. (Author/NB)

ED 326 906   CS 507 346

Kelley, Rebecca
Teaching Technical Communication. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Computer Uses in Education; *Educational Objectives; *Educational Resources; Higher Education; Scientific and Technical Information; Speech Communication; *Technical Writing; Visual Learning
IDENTIFIERS- Educational Issues; ERIC Digests; *Technical Communication

Often colleges and universities that are just beginning to include technical communication in their curricula do so using faculty trained in traditional English doctorate programs. This digest examines several areas of concern for such institutions and discusses: (1) characteristics of technical communication; (2) issues in teaching technical communication; and (3) resources for teaching technical communication. (RS)

ED 326 670 CE 056 439

Learn, Grow, Become. FBLA Edition.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 88
NOTE- 220p.; For related documents, see ED 250 575, ED 301 712-715, and ED 304 584.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Leadership Training; Learning Activities; *Parliamentary Procedures; Secondary Education; State Curriculum Guides; *Student Leadership; *Student Organizations; Student Projects; Student Responsibility; Tests
IDENTIFIERS- *Future Business Leaders of America

This curriculum guide provides five instructional units for classroom instruction related to the student organization, Future Business Leaders of America (FBLA). A unit of instruction may consist of some or all of eight basic components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. Units of instruction are designed for use in more than one lesson or class period of instruction. The five units cover these topics: introduction to FBLA, FBLA activities, parliamentary procedure, becoming a FBLA leader, and giving presentations. (YLB)

ED 326 700 CE 056 534

Face to Face. Knowsley Counselling and Guidance Network.
Further Education Unit, London (England).
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; *Agency Cooperation; *Coordination; *Education Work Relationship; Foreign Countries; *Guidance; *Guidance Programs; *Networks; Postsecondary Education; Secondary Education; Vocational Education; Young Adults
IDENTIFIERS- *United Kingdom

A project was established in the Metropolitan Borough of Knowsley, England, to test the concept of the networking of guidance agencies to serve young people in the transition from school to work. During the first of four phases of the project, tangible evidence of the network appeared in the form of a conference and a benefits booklet. During the second phase, project newsletters were published, an interagency counseling course was offered, and a management committee was formed and then restructured. The third phase was marked by the reformation of the management committee, publication of more newsletters, and more publicity activities. The final phase saw the development of an updated directory of helping agencies and a summative evaluation. Project outcomes included two residential training weekends, publication of six newsletters, establishment of a directory of guidance agencies, and support of eight interagency projects. Significant parallels were found between the concept of a guidance network propounded by the Unit for the Development of Adult Continuing Education and that promoted by the Knowsley project. (YLB)

ED 326 841 CS 010 340

Romereim, Loye; Erion, R. L.

Use of Cognitive Reading Strategies with Mainstreamed Students by Expert Middle School Content Area Teachers.

SPONS. AGENCY- South Dakota State Library and Archives, Pierre.; South Dakota State Univ., Brookings.
PUB DATE- Oct 90
NOTE- 29p.; Revised version of a paper presented at the Annual Plains Regional Conference of the International Reading Association (18th, Wichita, KS, October 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Content Area Reading; Intermediate Grades; Interviews; Junior High Schools; Junior High School Students; *Learning Processes; *Learning Strategies; *Mainstreaming; Middle Schools; Self Esteem; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Middle School Students; South Dakota

A study sought to identify the cognitive strategies or techniques that expert middle school teachers use to help mainstreamed students learn from content area texts. Twenty middle school social studies and science teachers who had been identified as teachers who worked well with mainstreamed students were interviewed concerning what they thought made them effective. Particular emphasis was placed on how they helped students learn from text. A variety of approaches were identified. Many of the teachers seemed to emphasize student self-esteem and the learning of at least part of the content. To meet these ends, they often used strategies which circumvented learning from text. (Author/SR)

ED 326 890 CS 212 605

Karetnikova, Inga
How Scripts Are Made.
PUB DATE- 90
NOTE- 174p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Characterization; *Creative Writing; Film Study; Higher Education; Literature; *Scripts; Writing Skills
IDENTIFIERS- Film Genres; *Professional Writing; *Screenplays; Screenwriters; Writing Development; Writing Models

Designed to guide students through the process of writing a film script, this book is an analysis of eight classic screenplays and one novel written in cinematic style, which may serve as models for screenwriting. Each chapter in the book, except the last, is devoted to one script emphasizing a certain aspect of screenwriting. The focus is on how scripts are written; cultural or scholarly examinations are not presented. The book was designed to take the film student through one semester of classroom or independent study. While studying the book, reading the suggested scripts, and viewing the films based on them, the student should develop an original project: a screenplay for a short or full-length dramatic film. Examination of the scripts included will provide both the teacher and the students with points of reference for problem solving in the students' original projects. The sequence of the chapters should help students proceed from general problems of screenwriting to more specific problems in developing details. Chapter titles include: (1) The Beginning of Screenwriting; (2) Script Composition; (3) Opening, Climax, Resolution; (4) Character Development; (5) The Construction of Suspense; (6) Transforming Literature into Cinematic Space and Time; (7) Details, Motifs, and the Director's Commentaries; (8) Screen Dialogue; and (9) The Screenplay as a Model for Literature. Appendixes include exercises and script sources. (MG)

ED 326 939 EA 022 487

Klauke, Amy
Preparing School Administrators. ERIC Digest Series Number EA 57.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; Administrator Role; Elementary Secondary Education; Females; Internship Programs; Minority Groups; Professional Education; *School Administration
IDENTIFIERS- ERIC Digests

Issues involved in improving administrator preparation programs are described in this ERIC Digest. A literature review identifies appropriate skills and methods for administrator training and summarizes recommendations such as application of theory to practice and development of full-time internships, school/university collaboration, mentorships, and networks of school districts, universities, policymakers, and communities. Increasing the percentage of women and minorities in administrative positions is also discussed. (11 references) (LMI)

ED 326 958 EA 022 510

Fowler, Frances C.

One Approach to a Pluralist Dilemma: Private School Aid Policy in France, 1959-1985.

PUB DATE- 90

NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Constitutional Law; *Cultural Pluralism; Democracy; Democratic Values; Educational Policy; Elementary Secondary Education; Equal Education; Federal Aid; *Foreign Countries; Government School Relationship; Politics of Education; *Private School Aid; State Church Separation

IDENTIFIERS- *France

Information about the French policy of government aid to private schools is presented in this report to promote understanding in the United States of the pluralist dilemma raised by the private school aid issue. An historical longitudinal policy evaluation involved document analysis and interviews with 16 French policy actors. The French policy is unlikely to serve as a model for American educational policy, although judged according to American criteria, the French policy was successful in that it provided free choice, was cost effective, and did not create segregation. However, cultural differences hindering implementation in the United States include the American perception of private schools' superiority, a political system based on separation of powers, and religious pluralism. A conclusion is that any unregulated program is politically dangerous because the private school aid issue is potentially divisive, raising the problem of autonomy and control; posing basic questions about the relationships among state, church, and family; and revealing inherent tensions among the democratic values of freedom, equality, and solidarity. An added factor in the United States is the racial issue. (53 references) (LMI)

ED 326 975 EA 022 533

Jeschke, Thomas

Factors To Consider when Facilitating Educational Change. Mountain Plains Information Bulletin.

Mountain Plains Regional Resource Center, Des Moines, IA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 90
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; *Program Development; Program Implementation; Resistance to Change

A discussion of educational change as a four-phase process is offered in this bulletin. Strategies for initiation, implementation, institutionalization, and impact, with an emphasis on the first two stages, are described. Also included are a discussion of myths of change and an annotated bibliography of seven sources on educational change. (23 references) (LMI)

ED 327 011 EC 232 645

Ohio Handbook for the Identification of Children with Severe Behavior Handicaps.

Ohio State Dept. of Education, Worthington. Div. of Special Education.
PUB DATE- Jan 87
NOTE- 63p.; Developed by a Task Force Convened by the East Shore Special Education Regional Resource Center.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Disorders; Check Lists; Elementary Secondary Education; Eligibility; *Evaluation Criteria; *Evaluation Methods; *Handicap Identification; Individualized Education Programs; Prevention; Records (Forms); *Referral; Special Education; State Standards; *Student Placement
IDENTIFIERS- *Ohio; Prereferral Intervention

This handbook is intended to assist Ohio educators in identifying students for placement in classes for individuals with severe behavior handicaps. The following topics are discussed: (1) definition of severe behavior handicapped, with examples and discussion of five characteristics and three qualifiers; (2) alternatives to referral, with examples and discussion of preventive practices for classroom, school, home, and community; (3) evaluation team activities (including the Ohio rule requirements for multifaceted evaluations, a table listing the data required and suggested sources, and a discussion of those requirements unique to identification of students with severe behavior handicaps); (4) determination of eligibility; (5) evaluation team reports required by Ohio rules; and (6) Individualized Education Plan conferences and placements, including the tasks to be performed by the conference participants and a continuum of placement options. Eleven sample checklists are provided on subjects including: intervention, intervention assistance plan, background history, behavior observation, medical information, evaluation team report, and least restrictive environment options. (BRM)

Gallagher, James J.; And Others
Personnel Preparation Options: Ideas from a Policy Options Conference.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.
PUB DATE- May 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administration; Costs; *Disabilities; *Early Intervention; Educational Policy; Elementary Secondary Education; *Federal Legislation; Infants; Inservice Education; Interdisciplinary Approach; Needs Assessment; *Policy Formation; Professional Education; State Standards; *Teacher Education; Toddlers
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

This report summarizes discussions from a policy options conference devoted to the needs for personnel preparation related to the implementation of Public Law 99-457, Part H, which provides services to infants and toddlers with handicapping conditions and their families. The three policy questions identified as the most significant were: (1) what policies can be developed to extend and expand training resources and populations of trainees? (2) how do states develop standards that address all personnel, including those already in the field? and (3) who will provide inservice and preservice training? The criteria used to determine the relative merit of each of the options were cost, administrative feasibility, multidisciplinary orientation, meeting acceptable personnel standards, increasing the marketability of the positions, and increasing the numbers of staff available. The group also identified 10 major barriers to full implementation of personnel development strategies, including lack of Part H staff, internal system barriers and resistance to change, and lack of evidence of effectiveness of inservice training. Recommendations concerning the desired federal role were also made, including targeting resources at key areas of need such as postdoctoral leadership training, giving priority to inservice training, and establishing a national job bank. Includes 12 references. (DB)

ED 326 612 CE 056 307

Edelson, Paul J.
A Practical Approach to Assessing Improvements in Adult Education.
PUB DATE- 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Educators; College Faculty; *Continuing Education; Educational Change; *Educational Improvement; *Educational Quality; Educational Research; *Faculty Evaluation; Higher Education; Instructional Improvement; *Teacher Selection
IDENTIFIERS- State University of New York Stony Brook

Five kinds of assessment measures were used to determine whether improvements took place in the continuing education program at the State University of New York at Stony Brook as a result of a new faculty hiring plan that emphasized departmental control. The five assessment methods were: scheduling information; student evaluation of teaching data; verified anecdotes; a commissioned research study; and a study of administrators conducted by the University Senate. Each assessment measure suggested either an improvement or a positive perception of the unit. Following the change in hiring and the incentive program, there was an increase in the number of courses scheduled, in student evaluations of teaching showing better scores, and in anecdotal information that suggested that department chairs were paying heed to poor teaching evaluations brought to their attention. Additional improvements were indicated on a commissioned survey that showed a change in perspective among key decision makers and in a campus poll that reflected favorable responses to the new initiatives. (YLB)

ED 326 627 CE 056 344

Valentine, Thomas
What Motivates Adults To Participate in the Federal Adult Basic Education Program? Research on Adult Basic Education. Number 1 in Series of 3.
Iowa State Dept. of Education, Des Moines.
PUB DATE- Feb 90
NOTE- 3p.; For related documents, see ED 290 048 and CE 056 346.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Aspiration; *Adult Basic Education; Adult Literacy; *Adult Students; *Learning Motivation; Literacy Education; Participation; Student Attitudes; *Student Motivation; *Student Needs
IDENTIFIERS- Iowa

Learners' motivations for participating in adult basic education (ABE) are important; determining their needs is crucial to evaluating programs to see if their needs are being met and is also important in determining instructional content and methods. Face-to-face interviews were conducted with 323 randomly selected ABE students in Iowa. During the interviews, students were asked to rate the personal applicability of 62 motivational statements derived from earlier interviews with ABE students. Ratings were subjected to factor analysis, and the following 10 distinct motivational factors were identified: educational advancement, self-improvement, literacy development, community and church involvement, economic need, family responsibilities, diversions (or enrichment), job advancement, launching a new life, and urging of others. The research concluded that there is no single, typical ABE student and that ABE needs to meet the needs of this diverse group. (KC)

ED 326 640   CE 056 369

Murk, Peter J.
Interagency Cooperation. Synergy for the 1990's.
PUB DATE- 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990). Document contains occasional broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; *Agency Cooperation; Agency Role; *Community Education; *Cooperative Planning; *Coordination; Delivery Systems
IDENTIFIERS- *Synergy

The benefits of people and agencies working cooperatively clearly outweigh the costs. When an agency works by itself, it avoids risks, protects its resources, gets sole credit, and controls goals, methods, and efforts. When agencies cooperate, they can prevent duplication of efforts and services, economize and stretch resources, multiply the efforts of personnel and facilities, serve clients more effectively, increase public support for all agencies involved, and achieve goals unreachable individually. One planning technique for developing interagency cooperation is the Process Model by Janove (1984). This cyclical model is an ongoing process with six phases: assessment; setting realistic goals; formulation of an action plan; implementation of the action plan; evaluation; and reassessment and recycling. With scarce human, financial, and agency resources, the need for agency cooperation has never been greater. By combining and coordinating forces, the group has a greater potential than individual efforts. The whole is greater than the sum of the individual parts, and synergy is achieved. (YLB)

ED 326 686 CE 056 508

Findsen, Brian C.
The Changing Concept of Social Equity in New Zealand Adult Education: An Appraisal of One Institution's Response, 1975-1990.
PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; Educational Planning; Foreign Countries; Justice; *Models; Political Issues; *Social Action; Social Attitudes; *Social Change
IDENTIFIERS- *Maori (People); *New Zealand

A study examined the quest for social equity by one adult education institution in New Zealand. It placed social equity in the wider context of recent developments in New Zealand society and explored models for conceptualizing social change. These models included the adaptive framework, helping/coping strategies, and allocation policies. A social change model advanced by Law and Sissons (1985), also explored, includes four essential systematically interrelated elements: collective empowerment, access for the oppressed, control by participants, and a holistic curriculum. A program devised with and for Maori (indigenous) people is then "tested" against these models. The study concludes that although the framework in which the program is offered appears limited in terms of potentiality for social change, the program may still have transformative properties. (43 references) (Author/KC)

ED 326 717 CE 056 565

Employing Human Capital To Achieve Priority Economic Development Objectives.

National Alliance of Business, Inc., Washington, D.C.; National Association of State Development Agencies, Washington, DC.; National Council for Urban Economic Development, Washington, DC.

SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.

PUB DATE- Mar 87

NOTE- 53p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140) o

DESCRIPTORS- Adult Education; *Economic Development; *Education Work Relationship; Employment Qualifications; *Human Capital; Job Development; *Job Training; Labor Force; *Labor Force Development; *Labor Needs; Labor Supply; Postsecondary Education; Secondary Education; State Programs; Vocational Education

The U.S. economy is undergoing a transition that may rival the changes produced by the Industrial Revolution. The general directions are clear: an ever smaller share of the nation's work force is employed in the manufacturing sector; service sector industries are the source of most new jobs; and some "high tech" industries have had explosive growth. Unfortunately, at a time when the United States is said to be entering an era of human capital, the gap between work force supply and demand appears to be widening. There will not be enough new workers to fill projected new jobs, and, without effective action, a large percentage will not be qualified. Business and government are working separately and in concert to close the human capital gap. State and local governments are central to making the link between economic development and human development. Local economic development practitioners are developing partnerships with local Job Training Partnership Act agencies, secondary and postsecondary institutions, private training agencies, and the private sector. Four areas of high priority for the economic development strategies of many states and localities are manufacturing modernization, high technology development, new business creation, and service sector expansion. (YLB)

ED 326 732   CE 056 602

Health Occupations Education. Alabama Course of Study. Bulletin 1990, No. 61.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 90
NOTE- 33p.; For other course of study documents, see CE 056 600-606.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Clinical Experience; *Core Curriculum; *Course Content; Employment Potential; Health Occupations; High Schools; Job Skills; Leadership Training; *Medical Services; Nutrition; *Physiology; *Program Content; State Curriculum Guides; Student Organizations
IDENTIFIERS- *Alabama

This course of study provides the framework for the content of a program in health occupations education. An introduction describes health occupations education as follows: it provides occupational preparation for students in Grades 10-12; it is competency-based and open-entry; and it uses individualized instruction. A conceptual framework is provided that organizes required minimum content for the program into three core courses: Health Careers, Health Care Skills I, and Health Care Specialization I. A recommended course sequence is followed by a diagram summarizing the conceptual framework and a course sequence chart. The next section provides outcomes for the three core courses along with corresponding topics. Brief descriptions of each optional course are then given.

Guidelines are presented for a clinical experience in health occupations education. The course of study concludes with information on vocational student organizations and benefits of student participation in them. (YLB)

ED 326 764 CG 022 972

Fleenor, John W.; And Others
The Utility of Assessment Centers for Career Development.
PUB DATE- Aug 90
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; Administrators; *Assessment Centers (Personnel); *Career Development; Employee Attitudes; Feedback; Improvement; *Job Performance; *Management Development; *Middle Management; Program Effectiveness; Work Attitudes

During the past 30 years, assessment centers have become an increasingly popular method for evaluating employees and potential employees in work organizations. This study was conducted to evaluate an assessment center which was part of a management development program for state government employees. The study examined: (1) whether assessment center feedback is accepted and acted on by participants; (2) whether this feedback improves managerial performance; and (3) the utility of assessment centers for career development. Participants (N=102) were middle-managers in state government who took part in an assessment center program. The findings revealed that participants appeared to accept and act upon the assessment feedback they received. Poor performers followed the assessment center's recommendations to the same extent as did high performers, and the participants believed they could improve their managerial performance by following the recommendations. After receiving feedback, participants were able to improve their performance on a measure of managerial effectiveness. Utility analysis indicated that the gain in productivity from the assessment far outweighed the costs. (Author/NB)

ED 326 794 CG 023 004

Balk, David E.

The Many Faces of Bereavement on the College Campus.

PUB DATE- 14 Aug 90
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Death; *Grief; Higher Education; Research Needs; *Undergraduate Students

Two studies were conducted dealing with death and grief in a college student population. In the first study three separate surveys were conducted with undergraduates (N=557) enrolled in an introductory course on human development. In the second study in-depth interviews with undergraduates (N=18) bereaved over the death of a family member or a friend were conducted. Topics covered in the survey included the meaning of death, attitudes toward religion and toward death, personal thoughts about their own deaths, deaths of family members, and deaths of friends. A surprisingly high percentage of the students reported a recent death of a family member or of a friend. Topics covered in the interview included reminiscing about the death, avoiding reminders, emotions, expectations of grief recovery, and means used to cope. Limitations of the studies include too few students to produce group contrasts and further differences that do emerge could just as well be the result of a skewed sample. A call is made for longitudinal research to study the trajectory of grief. (Author/ABL)

ED 326 810 CG 023 020

Cutter, Henry S. G.; And Others
Couples Relapse Prevention Sessions as a Maintenance Strategy for Alcoholics.
PUB DATE- Aug 90
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Behavior Modification; *Drinking; Marital Instability; *Marriage Counseling; Prevention; Spouses
IDENTIFIERS- *Relapse

This study evaluated whether alcoholics who receive relapse prevention (RP) sessions in the year after a short-term behavioral marital therapy (BMT) do better at long-term follow-up than do those not receiving the additional RP. Sixty couples with an alcoholic husband, after participating in 10 weekly BMT couples group sessions, were assigned randomly to receive or not receive 15 additional conjoint couples RP sessions over the next 12 months. A multidimensional battery of marital, sexual, drinking, and related outcome measures was collected before and after the BMT group and at quarterly intervals for 2.5 years after the BMT group. This provided ongoing assessment during the 12 months when one-half of the couples were getting RP sessions and 18 months follow-up data after the RP sessions ended. Results from 12-month follow-up data for one-half of the sample showed that significant improvements in male alcoholics' marital and drinking outcomes occurred from before to after the BMT couples groups. Alcoholics who received RP after BMT maintained their improved marriages better, used behaviors targeted by BMT more, and showed a trend toward less drinking. Further, alcoholics with more severe alcohol and marital problems, who did not receive RP, deteriorated at a faster rate in the months after BMT ended than did their counterparts who did receive RP. (Author/NB)

ED 326 875 CS 212 587

Verhoek, Nancy A.
An Analysis of Attitudes toward the Vietnam War Displayed in Children's and Young Adult Literature Published after 1982.
PUB DATE- Nov 90
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; *Attitude Measures; Check Lists; *Childrens Literature; Educational Research; Reading Materials; Research Methodology; Secondary Education; Social Attitudes; Social Problems; *Vietnam War
IDENTIFIERS- Vietnam Veterans Memorial

A study involved the creation of a 20-variable checklist for children's and young adult war literature, to be utilized as a data-recording instrument for 24 examples of literature. The checklist components were based upon a combination of cognitive and affective attributes assisting in the formulation of attitudes toward war displayed by children's and young adult war literature. All 24 examples of children's and young adult Vietnam War literature were published after the dedication of the Vietnam Veterans Memorial in 1982. Results indicated the influence of the Vietnam Veterans Memorial upon 18 out of 24 of the texts and the timeliness of materials dealing with memorials the media displayed. Implications of the study suggest that children's and young adult literature has arisen from the dedication of the Vietnam Veterans Memorial. The study revealed that attitudes toward the Vietnam War displayed in children's and young adults' literature mirror society's attitudes since this literature tends to continue to reflect societal trends and issues. An analysis checklist for children's and young adult war literature has merit for use as a data-recording instrument for examples of children's and young adult war literature dealing with wars of the past, present-day, and the future. (Four figures are included; the appendixes include literature analyzed for the study and literature with Vietnam Veterans Memorial inclusion. Thirty-six references are attached.) (MG)

Hopfenberg, Wendy S.; And Others
Toward Accelerated Middle Schools.
PUB DATE- Aug 90
NOTE- 115p.; Prepared for the Project to Develop Accelerated Middle Schools for At-Risk Youth.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acceleration (Education); At Risk Persons; Curriculum Development; *Educationally Disadvantaged; High Risk Students; Instructional Improvement; Intermediate Grades; Junior High Schools; *Middle Schools; School Organization
IDENTIFIERS- *Accelerated Schools Movement

The application of the accelerated school concept to middle schools is presented in this report. The Accelerated Schools Project was designed to create schools capable of accelerating at-risk students' progress and of assimilating those students into the educational mainstream. Based on the principles of teacher empowerment, unity of purpose, and building on strengths, the program has resulted in improved student achievement, increased parent participation, and reductions in student discipline and retention problems. The report begins with an introductory chapter, followed by a background chapter that offers a critique of current reform efforts and describes a plan for accelerated schools. Chapter 3 presents a review of early adolescent development research, middle grade reform proposals, and the compatibility of such proposals with the accelerated schools process. The fourth chapter describes the process along three dimensions (curriculum, instruction, and organization) and presents implementation plans for a fictional scenario of what an Accelerated Middle School might be like. The final chapter discusses future challenges. An extensive bibliography is included. (LMI)

ED 326 995 EA 022 571

Dorman, Arthur; Bartell, Carol A.
Incentives for Teaching: LEA Programs and Practices in Seven States. One in a Series of Reports on Attracting Excellence: The Call for Teacher Incentives.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 81p.; For a related document, see EA 022 570.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Incentives; Motivation Techniques; Personnel Policy; Recognition (Achievement); *Teacher Motivation; Teacher Persistence; Teacher Recruitment

Information on various forms of teacher incentive plans and the relationships between specific types of plans and local conditions, such as school district size, student-teacher ratio, and teacher salaries, is provided in this report. A secondary focus is the development of a conceptual framework for creating local incentive programs. A survey of 1,319 selected school districts within the seven north central regional states--Minnesota, Iowa, Wisconsin, Michigan, Illinois, Indiana, and Ohio--yielded a response rate of 78.9 percent. Findings indicate that incentive plans that focus on career status are used less frequently than those that stress professional enhancement and workplace conditions. Most plans correlate positively with district characteristics, but rural areas lack incentive programs. A trend in new teacher roles is identified, with many districts considering career ladders, peer evaluation, salary increases commensurate with additional responsibilities, and mentor teacher programs. Appendices contain the survey instrument, the availability of selected incentives by regional states, and an updated report on state incentive programs. Fifteen tables and seven figures are included. (46 references) (LMI)

ED 326 656 CE 056 406

Kwon, Dae-Bong; Gardner, Richard

Adult Education/Business Partnership in Education and Training--The Social Context.

PUB DATE- 90

NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Computer Science Education; Data Processing; *Economic Impact; *Educational Benefits; Education Work Relationship; *Job Training; Microcomputers; Office Occupations Education; Outcomes of Education; Postsecondary Education; *School Business Relationship; *Social Influences

IDENTIFIERS- Metropolitan Education Commission; Michigan; *Partnerships in Education

This study investigated the characteristics, the socioeconomic benefits, and the strengths and weaknesses of a Michigan business/education partnership that provided a microcomputer application training program for adults. Three sites--Ferndale, Taylor, and Grand Ledge--all part of the Metropolitan Education Commission (MEC), were selected for study. Participants were adult high school dropouts, young high school graduates, or General Educational Development (GED) certificate holders. The MEC started the training program with the Adult Career Training Corporation (ACT) in response to expressed needs for persons trained in computer operations. Instructors were employed by the school district and trained and paid by ACT. Student recruitment and placement were undertaken by ACT in cooperation with the local schools. Qualitative data were collected through site visits and interviews with the president of the business firm, three community education directors from participating school districts, four instructors, a placement service officer, and 18 adult students from a population of 145 adult learners who had successfully completed the program. A review of all qualitative data indicated that the program contributed economic and noneconomic benefits to the participants, to the organizations, and to society. (KC)

ED 326 859 CS 010 359

Elley, Warwick B.; Croft, A. Cedric

Assessing the Difficulty of Reading Materials: The Noun Frequency Method. Revised Edition.

New Zealand Council for Educational Research, Wellington.
PUB DATE- 89
NOTE- 42p.; For original edition, see ED 131 449.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Nouns; Prose; *Readability; Readability Formulas; Reading Comprehension; *Reading Material Selection; Vocabulary
IDENTIFIERS- New Zealand; *Noun Frequency Readability Method

This booklet describes and discusses a method for determining the readability level of prose passages in reading materials for children. The method discussed in the booklet assigns a value to each noun in selected passages on the basis of its frequency level on standard word-frequency charts, correlated in a number of studies with independent estimates of the difficulty of reading passages. Comparisons are made with other readability estimates, and strengths and weaknesses of the noun-frequency method are discussed in the booklet. An appendix lists 2,050 nouns graded by frequency of use in free writing of New Zealand primary school children. (MG)

ED 326 907 CS 507 347

Burns, Gary
Introduction to Film.
PUB DATE- Oct 89
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Descriptions; *Course Objectives; *Course Organization; *Film Study; Higher Education; Introductory Courses; Scheduling; Textbook Content; *Textbook Selection; Units of Study
IDENTIFIERS- Film Aesthetics; Film History; Film Viewing

There are numerous ways to structure the introduction to film course so as to meet the needs of the different types of students who typically enroll. Assuming there is no production component in the course, the teacher is left with two major approaches to choose from--historical and aesthetic. The units in the course will typically be built around certain categories recognized as forming the canon of films: (1) primitives--something by the Lumieres, Melies, and Porter; (2) D. W. Griffith's films; (3) silent comedy; (4) Soviet Classics; (5) German Expressionism; (6) Renoir; (7) Italian Neorealism; (8) French New Wave; (9) Alfred Hitchcock; (10) recent American films; (11) documentaries; and (12) experimental films. Film textbooks provide a glimpse of the canon as well as demonstrating some ways to organize the subject of film either historically or aesthetically. The best way to select a textbook is to compare the organization and look briefly at which films are selected for detailed analysis in each text. Film textbooks typically differ significantly from each other and thus provide the teacher with distinct alternatives. The teacher must also decide which films to show, in what order, and in which of the various available film and video formats. Scheduling feature-length movies weekly can wreak havoc on fairly rigid university class schedules. Such a course is sometimes frustrating to teach, but the opportunity to put together a program of films, watch them for the dozenth time, and talk about them to a mostly eager audience is a most rewarding classroom experience. (RS)

ED 326 976 EA 022 535

Education Regulations: Reasons for Delays in Issuance. Briefing Report to Congressional Requesters.

General Accounting Office, Washington, D.C.

PUB DATE- Nov 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Federal Programs; *Federal Regulation; Policy Formation; Standards

Reasons for delays in the U.S. Department of Education's issues of regulations related to three federal laws are reviewed in this briefing report. Eighty-three regulations issued under the Education of the Handicapped Act amendments of 1986 and 1988, Higher Education amendments of 1986 and 1987, and Hawkins-Stafford Elementary and Secondary Improvement amendments of 1988 are examined and information on departmental improvement efforts are analyzed. Interviews with Department of Education and Office of Management and Budget (OMB) officials indicate that the primary reasons for delays in issuing regulations are: (1) the volume of regulations; (2) lengthy periods required to obtain and respond to public comments; (3) complex legal and policy issues; and (4) concurrent program duties. Appendix 1 identifies causes for and offices responsible for delays. Appendix 2 presents data on the number of calendar days taken to process 83 regulations within the Department of Education and OMB. The third appendix profiles selected educational regulations, which include the Regional Educational Laboratories and Research and Development Centers Program, Chapter 1--Migrant Education Program, National Resource Centers for Foreign Language Area Studies, Early Intervention Programs for Infants and Toddlers with Handicaps, and State Administered Adult Education and Discretionary Programs. Appendices 4 and 5 contain Department of Education and OMB comments, respectively, and appendix 6 lists major contributors. Eight tables and 15 figures are included. (LMI)

ED 326 671 CE 056 444

Passmore, David L.; And Others
Requirements for Workforce Literacy: An Interindustry Model.
PUB DATE- 7 Dec 90
NOTE- 27p.; Revised version of a paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, November 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Business Cycles; *Economics; *Education Work Relationship; *Employment; *Illiteracy; *Interaction; Job Skills; Literacy Education; Models
IDENTIFIERS- *Workplace Literacy

This essay attempts to forge links needed between literacy and economic activity by demonstrating analytical methods for relating the production and consumption of goods and services in an economy to the requirements for literacy among its workers. First, work force literacy is described within an economic framework. Second, economy-literacy links are demonstrated with data from a hypothetical economy, dubbed Tinkerland because its economic features are "tinkered with" during the demonstration. The links among production, consumption, employment, and literacy are shown in the economy during the "previous" period. Then the status quo of the economy is altered to show the sensitivity of literacy requirements to changes in production and consumption. Third, directions for research are established to help unravel the complex ties between the employment needs of an economy with the literacy of its workers. A technical appendix describes methods used to calculate the linkages and changes described in the section on the hypothetical economy, Tinkerland. A list of 61 references is provided. (YLB)

ED 326 701 CE 056 536

Benson, Dennis K.
Employment Retention: Lessons from Ohio.
PUB DATE- Oct 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (Washington, DC, October 18-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Employment Programs; Federal Legislation; Fringe Benefits; *Health Insurance; *Persistence; Racial Differences; Sex Differences; *State Programs; *Vocational Followup
IDENTIFIERS- *Job Training Partnership Act 1982; *Ohio

This paper presents data derived from the mandatory follow-up evaluation of Job Training Partnership Act (JTPA) participants for the 13-week period following termination. Data cover the first three quarters of Program Year 89, that is, persons who terminated their involvement with JTPA between July 1, 1989 and April 30, 1990. It focuses on the Title IIA sample and encompasses interviews with 4,474 participants, 3,461 (77 percent) of whom had employment at some time in the 13 weeks following termination. Six data tables show: (1) the response rates for different sociodemographic groups in the Title IIA sample; (2) the proportion who worked at all in the 13-week period and who were still at their first job post-termination; (3) the percentages of people still with their first employer who had and who did not have health benefits available; (4) availability of health benefits by gender; (5) availability of health benefits by race; and (6) availability of health benefits by both gender and race. Narrative discussion of the tables and results is provided throughout. (YLB)

ED 326 749   CE 056 857

Employment Creation through Local Development Conference (Brussels, Belgium, July 7-8, 1988). LEDA Programme.
Commission of the European Communities, Brussels (Belgium).
PUB DATE- Jul 88
NOTE- 74p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Case Studies; Community Action; *Community Development; Developed Nations; *Economic Development; Educational Needs; *Employment Programs; Foreign Countries; *Government Role; *Institutional Cooperation; *Job Development; Policy Formation; Public Policy
IDENTIFIERS- *Europe

These proceedings contain summaries of papers presented at a 1988 conference held to explore the Local Economic Development Action (LEDA) Program of the European Community. Titles and authors are as follows: "Opening Address" (George Yennimatas); "Getting to the Heart of Local Development" (Haris Martinos); "Les Baronnies: Fighting Emigration and Agricultural Decline" (Jean-Baptiste Lanaspeze); "Hamburg: Urban Unemployment--A Financial as well as a Social Problem" (Jobst Fiedler); "Connemara: Problems of Fostering Endogenous Development" (Michael Keane); "Ravenna: Technical Support and Partnership to Overcome Inertia" (Paolo Garonna); "Genk: Official Levels Working Together" (Bert Verbrugghe); "Sitia: Infrastructure as a Building Block for Endogenous Development" (Nicos Petrakis); "Shannon Region: The Long-Term Approach" (Donal Dineen); "Denmark: The Benefits of a Local Approach" (Leif Christian Hansen); "Getting the Right Balance" (Chris Brooks); "Enhancing Chances of Success" (Antonio Vazquez-Barquero, Jean-Eric Aubert); "Barcelona: Conflicts and Partnership--Who Is Responsible?" (Jorge Aznar); "Changing Local Structures and Making the European Connection" (Kristian Primdal, Jan Hendeliowitz); "Mobilizing Energies and Managing Tensions--The Work of Local Development Agencies" (Catherine Leroy); "Local Actors--Public and Private" (Leo Verhoef); "Fostering the Developmental Approach" (Alberto Melo); "Evaluation: A Fundamental Concept" (Peter Aitken); "Central Government: The Policy Instigator" (Norman Perry); "Tailoring to Needs" (Gerhard Grobner); "Local Employment Committees: A French Approach" (Paulette Pommier); "Development Agency--A Greek Approach" (Christos Tassiopoulos); "The Central/Local Dialectic" (David Coombes); "Policies for the Future" (Jerome Vignon); "The European Community: Development Instigator or Finance Circulator?" (Paolo Garonna); "Making the Most of the Resources on Offer" (Derrick Johnstone); "The LEDA Programme--Developing the 'Software' of Local Development" (Haris Martinos); "Which Know-How for Local Development?" (Manfred Kaiser); "Development Centers on People" (William Schweke); and "Closing Remarks" (John Morley). Appendices summarize LEDA workshops and provide addresses of participants. A LEDA brochure is included. (KC)

ED 326 779   CG 022 989

Report by the Director-General to the General Conference, Twenty-Fourth Session, Paris 1987, on the Implementation of the Immunodeficiency Syndrome (AIDS), Adopted by the International Conference on Education at Its Fortieth Session. Item 5.5 on the Provisional Agenda.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 9 Oct 87
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) o
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Educational Cooperation; *Educational Needs; *Educational Policy; International Cooperation; *International Organizations; Policy Formation; *Program Proposals
IDENTIFIERS- *UNESCO; World Health Organization

Pursuant to the special recommendation entitled "Education in the Fight against AIDS" adopted by the International Conference on Education at its 40th session (Geneva, Switzerland, December 1986), this document comprises the Director-General's proposals for a draft Unesco plan of action in this field, prepared during a consultation of national specialists jointly organized by Unesco and the World Health Organization. Paragraph 19 of these proposals is a resolution submitted for adoption by the General Conference, urging member states of the United Nations to participate actively, through educational programs, services, and financial contributions, in prevention and control of Acquired Immune Deficiency Syndrome (AIDS). The greater part of the report consists of four annexes. Annex I comprises Unesco's draft plan of action in education for the prevention of AIDS at the regional, national, and international levels, including an outline of general strategies and organizational tasks. Appended to this annex is an outline of a possible plan of action for preventive education on AIDS within the framework of the national plans developed by ministries of health in collaboration with the World Health Organization. The other annexes are: (1) the Fortieth World Health Assembly's resolution calling for a global strategy for the prevention and control of AIDS; (2) a similar resolution by the United Nations Economic and Social Council; and (3) the International Conference on Education's resolution promoting education in the fight against AIDS. (TE)

ED 326 826 CG 023 037

Strein, William
The High School & Beyond Data Set: Academic Self-Concept Measures.
PUB DATE- 11 Aug 90
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Ability; *Academic Achievement; Adolescents; *High School Graduates; High Schools; *High School Seniors; *Self Concept; Young Adults

A series of confirmatory factor analyses using both LISREL VI (maximum likelihood method) and LISCOMP (weighted least squares method using covariance matrix based on polychoric correlations) and including cross-validation on independent samples were applied to items from the High School and Beyond data set to explore the measurement characteristics of a proposed set of academic self-concept measures. Results most strongly supported a first-order model with English Self-Concept (ESC) and Math Self-Concept (MSC) as uncorrelated factors and General School Self-Concept as a factor correlating with ESC and MSC. Tests for invariance suggested that the model holds up across gender, but not across socioeconomic status. The results provide further confirmation of the independence of ESC and MSC and for the invariance of the structure of self-concept across gender, at least for adolescents. The possibility that the structure may differ across socioeconomic status deserves further consideration. (Author/NB)

ED 326 842   CS 010 341

Gaffney Janet S.; Anderson, Richard C.

Two-Tiered Scaffolding: Congruent Processes of Teaching and Learning. Technical Report No. 523.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Grade 1; High Risk Students; *Learning Processes; *Learning Strategies; Models; Primary Education; *Reading Instruction; *Teacher Education; Teacher Student Relationship
IDENTIFIERS- *Reading Recovery Projects; *Scaffolding; *Vygotsky (Lev S); Zone of Proximal Development

A two-tiered scaffolding model can be used to explain the complex and critical relationships between the teaching and learning of teachers and the students they teach. The first tier of scaffolding is a teacher, or someone else who qualifies as a more capable other, providing support for a student. The second tier depicts the support necessary to assist an adult in supporting a child in a manner consistent with the method located on the first tier. The two-tiered scaffold illustrates the integral, interactive relationship between the processes used to prepare experts and the method used to teach novices. Reading Recovery, a supplemental program for first-grade children who are at risk of reading failure, can be seen as an instantiation of Vygotsky's theoretical framework and illustrates the two-tiered scaffolding model. (Twenty-seven references are attached.) (Author/SR)

ED 326 940 EA 022 488

McDermott, Kathleen R.
Single Parenting and Placement of Elementary Students: A Review of the Research.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Elementary Secondary Education; Family School Relationship; Family Structure; *Learning Disabilities; *One Parent Family; Parent Role; Special Education; *Student Placement

This review summarizes the current literature on the effect of single-parent homes on the academic achievement and learning disability placement of students. One finding of the review is that the research is inconclusive on the effect of single-parent homes on student academic achievement or on learning disability program placement. A recommendation is made for further research that controls for other variables, especially family income level. Most single-parent homes are headed by women, who generally have among the lowest income levels of all adults. (16 references) (LMI)

ED 327 043 EC 232 695

The Triennial Evaluation of Students with Handicapping Conditions.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
PUB DATE- 89
NOTE- 12p.; For the 1985 edition, see ED 264 674.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Disabilities; Educational Needs; Elementary Secondary Education; *Eligibility; Evaluation Methods; Individualized Education Programs; Individual Needs; *Individual Testing; Needs Assessment; *Special Education; State Standards; *Student Educational Objectives; *Student Evaluation; Testing
IDENTIFIERS- *New York

This guide provides a framework for planning the triennial evaluation of students in the state of New York who receive special education services to determine whether there is a continuing need for those services. Following an introductory section which explains the rationale and basic requirements for such an evaluation, recommendations are made for determining its scope and content. The evaluation is recommended to include information regarding academic functioning, learning characteristics, and any needed alternative testing techniques; language proficiency; progress and current functioning from each professional providing related services; vocational performance and training needs; requirements for statewide testing and diploma completion; and information from other teachers, parents, and the student. Requirements for a medical and psychological evaluation are stated. Suggested determinations to be made from results of the evaluation include: the student's current level of functioning and need for special education or other education support services; the least restrictive educational environment; competency test and diploma requirements; any need for adult services; any needed material adaptations, environmental modifications, or specialized equipment; and appropriate annual Individualized Educational Plan goals. (BRM)

ED 326 687 CE 056 511

Hendrix, Mary

Basic Skills Applications in Occupational Investigation.

Technology Education Association of Maine.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 87
NOTE- 226p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; Art Education; *Basic Skills; Career Education; Communication Skills; Conservation (Environment); Construction (Process); Consumer Education; Distributive Education; Health Education; Homemaking Skills; *Integrated Curriculum; *Learning Activities; Lesson Plans; Manufacturing; Marine Education; Marketing; Mathematical Applications; Mathematics Education; Natural Resources; Office Occupations Education; Public Service Occupations; Science Education; Secondary Education; *Skill Development; Social Studies; Technology; Transportation; *Vocational Education

This guide contains 50 lesson plans for learning activities that incorporate basic skills into content areas of career education, mathematics, science, social studies, communications, and productive work habits. Each lesson consists of a purpose, basic skills applications, approximate time required, materials needed, things for the teacher to do before starting the lesson, step-by-step procedure, and follow-up. Class transparency masters are provided. Activities for the following areas are included in the guide: agribusiness and natural resources, business and office, communications and media, construction, consumer and homemaking, environment, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public services, and transportation. (KC)

ED 326 733 CE 056 603

Home Economics. Alabama Course of Study. Bulletin 1990, No. 58.
Alabama State Dept. of Education, Montgomery.

PUB DATE- 90
NOTE- 95p.; For other course of study documents, see CE 056 600-606.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; Child Rearing; Clothing Instruction; Consumer Education; *Core Curriculum; *Course Content; Employment Potential; Entrepreneurship; *Family Life Education; Family Relationship; *Food Service; Foods Instruction; *Home Economics; Home Furnishings; Home Management; Housing; Intermediate Grades; Job Skills; Leadership Training; Middle Schools; Parenthood Education; Secondary Education; Self Actualization; Self Concept; State Curriculum Guides; Student Organizations
IDENTIFIERS- Alabama

This course of study provides the framework for the content of a program in home economics. It presents an organization for home economics courses in the middle and high school grades. An introduction describes the four components of home economics programs that focus on the individual, home, society, and jobs. A conceptual framework recommends a structure for local programs that consists of the following courses: exploratory home and personal management; family and home; family and society; clothing and housing services I and II; food production and services I and II; child care and parenting services I and II; and family and community services I and II. Diagrams summarizing the conceptual framework as applied to middle school and high school follow this section. The next section provides outcomes for the core courses along with corresponding topics. Guidelines are presented for cooperative training. The course of study concludes with information on vocational student organizations and benefits of student participation in them. (YLB)

O'Farrell, Timothy J.; Choquette, Keith A.

Marital Violence in the Year before and after Spouse-Involved Alcoholism Treatment.

PUB DATE- Aug 90
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Battered Women; Behavior Modification; *Counseling Effectiveness; Drinking; *Family Violence; *Marital Instability; *Marriage Counseling

The Conflict Tactics Scale questionnaire on marital violence was administered to 29 alcoholics and their wives at entry to, and 1 year after, completing a behavioral marital therapy (BMT) treatment program. In the year prior to BMT, prevalence rates of any violent act, of minor to moderate violent acts, and of severe violent acts were five to six times greater than 1985 national sample rates for both alcoholics and their wives. In the year after BMT, when the alcoholics' drinking and the couples' level of marital adjustment had improved significantly, husband-to-wife overall and moderate violence, although decreased significantly in prevalence and frequency, remained significantly elevated relative to national norms. Husbands' severe violence, however, did not decrease significantly and the prevalence rate, although reduced by one-half, was still significantly elevated relative to national norms. Wife-to-husband violence after BMT was significantly decreased in prevalence or frequency and no longer significantly elevated relative to national norms for indices of overall, moderate, and severe violence, except for the specific act of threatening with a knife or gun, the prevalence of which did not change after BMT, but remained significantly higher than national norms. (Author/NB)

ED 326 891 CS 212 606

Croft, Cedric; Thomas, Valerie

Good Spelling: The Search Goes On. Item 5.

New Zealand Council for Educational Research, Wellington.; Victoria
Education Dept. (Australia).
PUB DATE- 83
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works -
Serials (022)
DESCRIPTORS- Elementary Education; Foreign Countries; *Spelling;
Spelling Instruction; Word Lists; Writing Skills
IDENTIFIERS- Australia; New Zealand; *Spelling Patterns

This pamphlet on spelling research contains the practical outcomes of two recent studies investigating how children learn to spell. The pamphlet presents the findings and discusses the implications of a study which examined writing samples from 1,250 primary school children, ages 7 through 12, to determine the most frequently used and most frequently misspelled words. One graph and three tables of data are included. The pamphlet also enumerates the results of a second study investigating misspellings that occur due to student lack of understanding of the morphemic structure of multi-syllable words. Three tables of data are included. The pamphlet also considers teaching implications. (KEH)

ED 326 959 EA 022 511

Crawn, Claudia C.
Development of a Program Planning Model for Use by Schools and District-Level Departments.
PUB DATE- May 90
NOTE- 93p.; Practicum, Education Specialist Degree, Nova University. Organizational chart has small, filled in type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Decision Making; *Educational Change; *Educational Planning; Elementary Secondary Education; *Long Range Planning; Models; Organizational Objectives; Program Development; Program Evaluation; Program Implementation; Program Improvement
IDENTIFIERS- *Florida (Palm Beach County)

A program planning model developed in collaboration with primary decision makers and program planners is described in this study. A 6-month pilot test of the planning document was evaluated by a followup questionnaire of program planners and decision makers. Results indicate that a majority of the respondents viewed the planning model as beneficial. Modified versions of the model are applicable to schools, departmental projects, and the action planning phase of the district's 5-year strategic plan. An annotated bibliography on educational change, long-range planning, planning models, planning variables, and program evaluation contains 32 entries. Appendices contain a proposal for organizational structure, the superintendents' interview form, a planning model checklist, a model monitoring log sheet, and questionnaires. (11 references) (LMI)

ED 327 012 EC 232 659

York, Jennifer, Ed.; Rainforth, Beverly, Ed.
Related Educational Services for Individuals with Severe Disabilities. Report from the Related Services Subcommittee of the TASH Critical Services Committee.
Association for Persons with Severe Handicaps, Seattle, WA.
PUB DATE- May 89
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; Early Childhood Education; Elementary Secondary Education; Inservice Education; Needs Assessment; *Occupational Therapy; *Physical Therapy; Professional Education; *Severe Disabilities; Speech Therapy; Surveys; Teaching Models; Therapists
IDENTIFIERS- *Association for Persons With Severe Handicaps

The monograph presents with work of the Association for Persons with Severe Handicaps (TASH) regarding best practices for physical and occupational therapy and speech/communication services for individuals with severe disabilities. The document consists of a position paper, list of readings, survey results, and an article on training needs. The position statement emphasizes requirements of integration of services and facilitation of functioning in natural settings. Recommended readings include 65 journal articles and book chapters and 16 research reports relevant to integrated therapy; and 11 guidelines from professional organizations. A sample survey form is provided of a 1987 survey of training background and needs given to TASH related services personnel (N=82); the results are presented in 21 tables and focus on training components, types of programs, facilitators and barriers to best practices, needs assessment for training, and suggested training topics. An article on training needs of physical and occupational therapists discusses these needs in terms of four areas: (1) assumptions underlying service design; (2) knowledge and skills about educational models of service provision; (3) knowledge and skills related specifically to the disciplines of occupational and physical therapy; and (4) collaborative teamwork knowledge and skills. The article contains 75 references. An appendix provides a sample job description for physical/occupational therapists who provide services to students with severe disabilities. (DB)

ED 326 613 CE 056 311

Baldwin, Jill, Comp.; Kielbaso, Gloria, Comp.
Working Together: A Sex Equity Training Manual.
Michigan State Univ., East Lansing. Michigan Vocational Education Resource Center.
SPONS. AGENCY- Michigan State Board of Education, Lansing.; Michigan State Dept. of Education, Lansing.
PUB DATE- 90
NOTE- 237p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Attitude Change; Change Strategies; Classroom Techniques; Comparable Worth; Elementary Secondary Education; Females; *Learning Activities; Lesson Plans; Males; Nontraditional Occupations; Postsecondary Education; Public Relations; Sex Bias; Sex Discrimination; *Sex Fairness; Sexism in Language; *Sex Role; *Sex Stereotypes; Sexual Harassment; Teaching Methods; Vocational Education

This manual contains nine learning modules on sex equity topics contributed by state sex equity personnel from Arizona, Colorado, Illinois, Michigan, Nebraska, Ohio, New York, Nevada, and Virginia. Each module provides one or more lesson plans for learning activities that combat traditional sex role stereotypes and behaviors. Information is included on setting up the activities, resources, time frames, and audience; handouts and transparency masters are provided in many cases. The modules cover the following topics: career stereotypes, an icebreaker for gender stereotyping, media influence on sex role stereotyping, successful life skills curriculum, marketing and public relations for vocational education programs, managing sexual harassment, preparing to meet the needs of hard-to-serve adult reentry students, "boys will be boys" (male role stereotypes), and nontraditional occupations and comparable worth. (KC)

ED 326 628 CE 056 346

Valentine, Thomas
Why Some Eligible Adults Choose Not To Participate in the Federal Adult Basic Education Program. Research on Adult Basic Education. Number 3 in Series of 3.
Iowa State Dept. of Education, Des Moines.
PUB DATE- Feb 90
NOTE- 3p.; For related documents, see ED 306 426 and CE 056 344.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Access to Education; *Adult Basic Education; Adult Literacy; *Adult Students; Attitude Change; *Educational Attitudes; Educational Needs; Learning Motivation; Literacy Education; Participant Characteristics; *Participation; *Student Attitudes; Student Motivation; Student Needs
IDENTIFIERS- Iowa

A great discrepancy exists between the potential number of adult basic education (ABE) participants (all adults who have not graduated from high school) and those who actually choose to participate in ABE. To determine why high school dropouts choose not to participate in ABE, telephone interviews were conducted with a carefully constructed, statewide sample of 129 adults in Iowa who were eligible for ABE but had never participated. During the interviews, respondents were asked to rate the accuracy of 32 statements describing reasons for not taking classes to complete high school. (The statements were derived from earlier interviews with ABE nonparticipants.) The ratings were subjected to factor analysis, which suggested that there are four basic reasons why eligible adults choose not to participate in ABE: low perception of need; situational barriers; perceived effort; and dislike for school. Older adults were most likely to have low perceptions of need, whereas situational barriers most often prevented participation of young, married adults who were employed full time and had children. The study concluded that adult educators should try to change perceptions of potential students toward education, admit that low perception of need may be reasonable in some cases, and work toward removing situational barriers by providing child care and other support services. (KC)

ED 326 641 CE 056 370

Jacobs, Ronald L.
Structured On-the-Job Training. Training and Development Research Report.
Ohio State Univ., Columbus.
PUB DATE- Nov 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Continuing Education; Corporate Education; *Cost Effectiveness; Evaluation Criteria; *Labor Force Development; *On the Job Training; Research Needs; Research Opportunities; *Retraining; *Training Methods; Training Objectives

This report is designed to provide human resource development professionals and their managers with a framework to help justify the costs of structured on-the-job training (OJT). The report begins by defining OJT as the one-on-one process of providing the knowledge and skills to perform a specific task within a job. These five features of OJT are described: OJT (1) occurs in the actual workplace; (2) makes use of training objectives and plans; (3) requires the active involvement of a trainer; (4) uses printed materials and job guides; and (5) employs a systems approach. The report goes on to suggest selection criteria when considering the use of structured OJT, including demands of the workplace, types of training outcomes, trainee characteristics, costs of the method and of the performance problem, and level of organizational commitment. Next discussed are the benefits of structured OJT in four major areas: effectiveness, efficiency, employee development, and organizational climate. Finally, a case-study example of the use of structured OJT in a large manufacturing organization is described, and the report concludes with brief discussions of future research opportunities. Appendixes include a list of 21 references, a comparison of unstructured and structured OJT, and tables of structured OJT selection criteria and structured OJT process. (YLB)

ED 326 642 CE 056 371

Youshock, Joseph; And Others
Special Needs Consultant for Vocational Personnel.
Bloomsburg Univ., PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Jun 88
NOTE- 94p.; Some of the hand-written comments in Appendix C are cropped.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Consultation Programs; *Curriculum Development; *Disabilities; *Education Work Relationship; *Mainstreaming; Outcomes of Education; Postsecondary Education; Program Development; Program Effectiveness; Regular and Special Education Relationship; School Shops; Secondary Education; Special Education Teachers; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Bloomsburg University PA

Bloomsburg University staff surveyed 184 area vocational teachers in northeastern Pennsylvania about their knowledge needs in teaching handicapped students. Results from the 121 responses showed that teachers felt they needed more information: about the Carl D. Perkins Act, in coordinating the placement of handicapped learners with vocational instructors before shop placement, in assisting administrtors in helping vocational instructors modify the curriculum for handicapped learners, and in informing parents about the availability of vocational programs. Using the results of the survey, consultants from the university were made available to two school districts for training personnel and consulting. As a result of the project, a curriculum model for school-to-work transition for handicapped students was developed, and transitional knowledge objectives for vocational education teachers were set. In addition, a "School-to-Work Transitional Planner" was developed to provide more explicit information on handicapped students in shop areas. An unexpected positive result of the program was that one school district hired five professionals to implement the school-to-work special education/vocational curriculum model. (Appendices, the bulk of the volume, include listings of products of consulting services, the needs questionnaire, summative results of connecting services, and five references.) (KC)

ED 326 765 CG 022 973

Tein, Jenn-Yun; And Others
Within- and Cross-Informant Relationships between Parenting Behavior and Child Symptomatology.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Aug 90
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Divorce; *Parent Child Relationship; *Psychopathology; Sex Differences

Prevention and intervention studies of children of divorce emphasize the importance of assessing the parenting behavior of the custodial parent and how it relates to the symptomatology of the children. This study was undertaken to assess this parenting behavior and how it relates to the child's symptomatology based on both parent's and child's report, and to probe the degree of inconsistency between the parent's and the child's reports. Participants were 190 children of divorce between the ages of 8 and 15 years, and their custodial parents, 185 of whom were mothers. Parents and children completed separate in-home interviews in which they reported on parenting behavior and child's psychopathology. The findings revealed that the correlations between parent's and child's reports of parallel constructs were all significant. Furthermore, the correlations between parenting behavior and child symptomatology based on the same informants were significantly higher than those based on different informants. The relationships between parenting and child symptomatology were higher for boys than for girls in the sample. (Author/NB)

ED 326 795 CG 023 005

Rather, Bruce; And Others

Multidimensional Scaling for Measuring Alcohol Expectancies.

PUB DATE- Aug 90

NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Structures; *College Students; *Drinking; *Expectation; Higher Education; Multidimensional Scaling; Research Methodology

Although expectancies for alcohol have been shown to influence drinking behavior, current expectancy questionnaires do not lend themselves to the study of how expectancies are represented in memory. Two studies were conducted which utilized multidimensional scaling techniques designed to produce hypothesized representations of cognitive structures. In one study, the cognitive representation of effects of alcohol were compared for college student drinkers (N=144). Heavy drinkers appeared to expect more social/positive and arousing effects than did light drinkers. These results suggest that positive and arousing effects of alcohol are strong associates for heavy drinkers, suggesting that this information may be rapidly retrieved and disproportionately influence decision making about drinking in heavy drinkers. In the other study, drinkers' (N=271) representations of the effects of alcohol were compared across situations. Expectancies involving effect and behavior appeared to be separate from other expectancies in the "dinner" situation whereas they appeared to be integrated with other expectancies in the "sexual" situation. These results suggest that situational differences in drinkers' cognitive structures can be studied via multidimensional scaling techniques using measures that are sensitive to contextual differences. Both studies yielded "cognitive maps" which suggest mechanisms by which decisions to drink are made. (ABL)

ED 326 860 CS 010 360

Jackson, Peter; And Others
SWOT--Study Without Tears: A Guide to Effective Study Practices.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 82
NOTE- 89p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Content Area Reading; Foreign Countries; Learning Activities; Learning Strategies; *Notetaking; Secondary Education; *Study Habits; *Study Skills
IDENTIFIERS- New Zealand

This workbook helps students identify those study practices that are ineffective and suggests ways in which existing study habits may be modified and improved. At the beginning of each of the workbook's seven sections is a set of questions concerning the reader's usual study practices. The second part of each section contains advice about the particular study practice of concern. The third part consists of two short exercises designed for practice and to consolidate the learning of the material for the second part. Sections include: (1) The Place of Study; (2) Study Times; (3) Organization for Study; (4) Reading Textbooks; (5) Note-Taking; (6) Studying for Examinations; and (7) Examination Technique. (RS)

ED 326 923 EA 022 354

Thomas, Grace Gilliard

Increasing Involvement of Elementary School Teachers in Problem-Solving, Vertical Communication, and Policy Development by Implementing Quality Circles.

PUB DATE- 89

NOTE- 68p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Education; Organizational Communication; Participative Decision Making; Policy Formation; *Quality Circles; Teacher Administrator Relationship; Teacher Influence; *Teacher Participation; *Teacher Workshops

IDENTIFIERS- *Nova University FL

The implementation of quality circles to increase elementary school teachers' involvement in problem solving, vertical communication, and policy formation is examined in this practicum report. An attitudinal survey of 44 elementary teachers to document lack of vertical communication yielded 32 responses. A followup survey was administered to the 31 teachers who participated in 3 quality circles over 12 weeks. Findings demonstrate that the practicum met its 3 objectives: 20 out of 31 participants indicated increased involvement in school policy formation, increased sharing of ideas in the work environment, and improved vertical communication. Recommendations for improving quality circles stress the importance of a dedicated and knowledgeable facilitator, cooperative management, and scheduling during regular working hours. Appendices include a teacher opinion followup inventory, teacher attitudinal questionnaire, a quality circle weekly report form, a workshop evaluation form, and a quality circle inservice training posttest. *(20 references) (LMI)*

ED 326 941 EA 022 490

Pounder, Diana G.
Reflections of a Practitioner in Academia.
PUB DATE- Nov 89
NOTE- 14p.; Revision of paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, October 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Administrator Role; *Educational Administration; Elementary Secondary Education; Leadership; Leadership Training; Learning Experience; Management Development; Professional Education; *Theory Practice Relationship

This paper, written as an expression of a school administrator's personal agenda, is intended as an illustration of issues in preparation program reform, as influenced by the administrator's own experience. Recommendations for educational administration program reform include integration of theory and practice, cognitive and affective skill development, clinical experience, university-school collaboration, and humanizing leadership. A major concern is collegiality between academia and practitioners. (8 references) (LMI)

ED 326 996 EA 022 584

McCarthy, Martha
Educators and Child Abuse. Policy Bulletin No. 5.
Consortium on Educational Policy Studies, Bloomington, IN.
PUB DATE- Mar 89
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Board of Education Role; *Child Abuse; Child Neglect; Childrens Rights; Child Welfare; Compliance (Legal); Constitutional Law; Court Litigation; Elementary Secondary Education; Family Violence; *Legal Responsibility
IDENTIFIERS- *Indiana

Educators' legal duties and school board liability in reporting suspected child abuse are discussed in this policy bulletin. Information is provided on educators' responsibilities in reporting abuse perpetrated in the home or school, school board liability resulting from failure to report as a violation of abuse victims' constitutional rights, and school board precautions against allegations of abuse or negligence. Recommendations include provision of inservice education for school personnel, creation of awareness of child abuse symptoms and the vulnerability of school personnel to charges, and the promotion of cautious relationships with students. The legal obligation to report suspicions of child abuse is stressed. (21 references) (LMI)

ED 327 027 EC 232 677

Solomon, Sheila
Developing Higher Order Reading Comprehension Skills in the Learning Disabled Student: A Non-Basal Approach.
PUB DATE- Jul 90
NOTE- 155p.; M.S. Practicum, Nova University. Some parts of document may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Creative Writing; *Instructional Effectiveness; Intermediate Grades; Intervention; *Learning Disabilities; *Reading Comprehension; Reading Instruction; *Teaching Methods

This practicum study evaluated a non-basal, multidisciplinary, multisensory approach to teaching higher order reading comprehension skills to eight fifth-grade learning-disabled students from low socioeconomic minority group backgrounds. The four comprehension skills were: (1) identifying the main idea; (2) determining cause and effect; (3) making inferences; and (4) distinguishing between fact and opinion. Intervention involved a number of teaching strategies including the Close Reading strategy, Schema theory, the Talents Unlimited model, the Junior Great Books, Thoughtful Reading, and creative writing. Evaluation was based upon pretesting and posttesting of the four skills, use of these skills in creative writing, and changes in attitudes toward the reading program. The program's effectiveness was evidenced by improved test scores, internalization of the creative writing process, and positive attitudes toward reading. Appendices include test scores, parent letters, teacher survey results, tests, non-basal worksheets, checklists for the creative writing process, and a parent-teacher manual explaining creative thinking processes. Includes 22 references. (DB)

ED 326 876 CS 212 589

Steele, Jeannie L.; Meredith, Kurt
Comprehensive Language Learning Philosophy and Goals.
PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Language Arts; Literacy; Models; *Whole Language Approach
IDENTIFIERS- Moline School District IL

This document contains a statement of the Moline School District's language learning philosophy and goals, and articulates the district's philosophy of providing students with language learning skills necessary to become life-long learners. The document includes specific objectives and anticipated student outcomes for the following: life-long learning, life experiences, parental involvement, home/school/community cooperation, classroom environment, teachers as implementors and facilitators, language learning as a natural communication process, variety of teaching strategies, inclusion of literature and media, child-centered learning, and non-threatening natural assessment. (KEH)

ED 326 908 CS 507 348

McGee, Brian R.

Debate as Dialogic Communication: Implications of Martin Buber's Thematics in Communicology for Academic Debate.

PUB DATE- Nov 90

NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Debate; *Debate Format; Higher Education; High Schools; *Interpersonal Communication

IDENTIFIERS- *Buber (Martin); Cross Examination Debate Association; Debate Tournaments; *Dialogic Communication; National Debate Tournament

Both complaints and praise regarding debate as it is now practiced and taught are predicated on the communication which goes on in debate rounds. These communicative relations are fourfold, including the relations of debaters with debaters, debaters with judges, debaters with evidence, and judges with evidence. To study the relations between persons in debate necessitates some perspective on interpersonal relations, on the communication which occurs between participants in debate. Utilizing Martin Buber's dialogical thematics in communicology, it can be argued that the most constructive and enjoyable debate competitions embody the relationship implied by Buber's phrase "I-You," which is for Buber one basic word, for, "when one says You, the I of the word pair I-You is said, too." The solution to debate's "decline" or "crisis" is likely to come from a renewed commitment by those involved in debate to relate to debaters, judges, and texts in their own uniqueness and particularities. Debate must be perceived positively by all participants, debaters and audience alike, or the controversy over the so-called decline of debate will continue. (Eight notes are included; 63 references are attached.) (RS)

ED 326 977 EA 022 537

Study of School District Administration and Staffing.
Colorado State Dept. of Education, Denver.
PUB DATE- Jan 90
NOTE- 112p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Cost Effectiveness; Elementary Secondary Education; Employment Patterns; Reduction in Force; *School Administration; School District Reorganization; *School District Spending; *School Personnel; Shared Resources and Services
IDENTIFIERS- *Colorado

School district administration and staffing patterns are examined in this report prepared in response to CRS 22-2-118, which requires the Colorado Department of Education to conduct a study to determine where savings of state and local funds may be realized. Section 1 offers an analysis of district staffing patterns from existing data. The second section presents the results of a survey of cost saving administrative and staffing measures undertaken by school districts. Section 3 examines eight cost-saving proposals ranging from relatively minor rearrangements to major restructuring options. The fourth section presents a case study of three districts to describe and summarize the issues and progress in reorganization and other shared service arrangements. Thirteen figures and an appendix summarizing district-by-district staffing patterns are included. (LMI)

ED 326 657 CE 056 416

Fellenz, Robert A., Ed.; Conti, Gary J., Ed.
Adult Learning in the Community.
Montana State Univ., Bozeman. Center for Adult Learning Research.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jun 90
NOTE- 58p.; Papers Developed by Postdoctoral Fellows at the Center for Adult Learning Research. For related documents, see CE 056 417-419.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Learning; Adult Literacy; Adult Programs; American Indians; Community Influence; Cost Effectiveness; Economically Disadvantaged; *Educational Benefits; Educational Research; *Illiteracy; *Lifelong Learning; *Literacy Education; Outcomes of Education; Program Effectiveness; *Social Networks
IDENTIFIERS- *Montana

This monograph contains two studies that investigated adult learning as it occurred within specific communities. "The Formation of Literacy Perspective" (Linda Ziegahn) examines the perspective toward literacy that was developed by 27 Montana adults experiencing reading and writing difficulties, 15 of whom were Native Americans. Four sections explore various dimensions of the self affecting literacy perspective; examine respondents' relationships with friends and relatives around literacy; describe elements of the community context respondents considered important to literacy perceptions and decisions; and forge a theory of literacy perspective as a result of the interaction between psychological and social contexts and the response of low-literate adults. "Lifelong Learning in Livingston, Montana" (John Shirk) investigates resources used in adult learning projects and the economic impact such learning activities had on an economically disadvantaged community. Interviews with 60 respondents produced the following findings: learning activity costs totaled as much as $2,000 per year, with the average learner spending at least $500 per year; economic benefits to learners included promotions, new responsibilities, and investment returns; and noneconomic gains to learners included improvement in interpersonal skills. (YLB)

ED 326 672 CE 056 445

Bingman, Mary Beth; And Others

A Teacher in a Different Way: Group Literacy Instruction in Tennessee.

Tennessee Univ., Knoxville. Center for Literacy Studies.
SPONS. AGENCY- Knoxville News Sentinel Co., TN.; Tennessee State Dept. of Education, Nashville. Div. of Adult and Community Education.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Group Dynamics; Group Experience; Grouping (Instructional Purposes); *Group Instruction; Illiteracy; *Literacy Education; Workshops

In spring 1990, the Center for Literacy Studies convened two 1-day workshops on group literacy instruction, bringing together some 41 literacy coordinators, teachers, volunteers, and students from the eastern part of Tennessee. The workshops were designed to share experiences on the introduction of group methods, to exchange ideas on "what works," to identify continuing needs and problems, and to give new insights. Literacy practitioners enjoyed working in groups. Workers and students alike valued the interaction made possible by group instruction. Adult learners talked about the support and challenges that group members give each other. They identified as problems the effects of people with different educational levels and learning styles working together. Participants also shared specific information on making group literacy programs work: organizing groups, recruiting and retaining students, choosing content and materials, working with students who learn differently, defining and assessing success, and training volunteers and teachers. (YLB)

Benson, Dennis K.
The Cato Institute Report. An Inaccurate Portrayal of JTPA.
Appropriate Solutions, Inc., Columbus, OH.
PUB DATE- Jul 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Programs; Employment Patterns; *Employment Programs; Federal Legislation; Job Training; *Program Effectiveness; *Program Evaluation; *Vocational Followup
IDENTIFIERS- *Job Training Partnership Act 1982

Appropriate Solutions, Inc. (ASI), the Job Training Partnership Act (JTPA) follow-up data collection contractor for the state of Ohio, reviewed "JTPA: Another Federal Training Fraud," issued by the CATO Institute. ASI found the report exceptionally shallow and unquestionably misleading. The report appeared to be unaware of the mandated 13-week follow-up of JTPA terminees, the complicated performance standards process in place, and the strong movement toward establishing a professional credentialing program. ASI also found that the majority of the research and examples cited came from secondary analysis of other reports. One of ASI's specific complaints was that the report cited specific data as truthful and factual with which ASI simply disagreed. In contrast with the report, ASI found the following: (1) the program in Ohio resulted in reduced reliance on public assistance; (2) the increase in employment was more important than the low salaries at which JTPA participants started; (3) getting participants even a temporary job was an accomplishment; (4) JTPA increased employment and did not increase unemployment; and (5) preparation of people to do their own successful job hunting was an objective of the program and should not be regarded as a negative. (YLB)

ED 326 780 CG 022 990

Flatter, Charles H.; McCormick, Kathleen
Learning To Live Drug Free: A Curriculum Model for Prevention.
Department of Education, Washington, DC.; Illinois Univ., Urbana. Office of Instructional and Management Services.
PUB DATE- 89
NOTE- 138p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Curriculum Development; *Curriculum Guides; Drug Abuse; *Drug Education; Elementary Secondary Education; Government School Relationship; Lesson Plans; Models; *Prevention; Units of Study

This curriculum model has been developed by the United States Department of Education to provide a flexible framework for classroom-based drug abuse prevention efforts from kindergarten through grade 12. An introductory chapter discusses the role of prevention, how to use the curriculum model, identifying students at risk for drug use, and integrating curricula and materials. It also provides guideline for curriculum presentation and evaluation. Thereafter, the curriculum model is divided into four grade clusters: K-3, 4-6, 7-8, and 9-12, and each grade cluster is treated in four sections: (1) a background for teachers discussing children's developmental stages and including information on children's beliefs, behaviors, and susceptibilities to using drugs; (2) suggestions for working with parents to keep them informed about what their children are learning in class; (3) suggestions for working with the community to create awareness and support for the schools' prevention efforts; and (4) lesson plans and activities. Each lesson plan specifies a learning objective, background activities with directions for presentation, needed resources, and teacher tips, all geared to a specific grade level range and subject area. Some lesson plans are accompanied by activity pages that may be reproduced for classroom use. The curriculum model also includes information on drugs and their effects and a list of resources for information and for further curriculum development. (TE)

ED 326 827 CG 023 038

Basow, Susan; Kobrynowicz, Diane
What Is She Eating? The Effects of Meal Size on Impressions of a Female Eater.
PUB DATE- Aug 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; College Students; *Eating Habits; *Females; *Food; Higher Education; *Personality Traits; *Physical Attractiveness; *Social Behavior; Social Desirability; Young Adults

Although there has been much research on the link between femininity and female appearance, body image, and eating disorders, there has been little research with respect to the behavior of eating itself. Recent literature has indicated that an individual's perception of a women can be affected by the amount of food that the woman is perceived as eating. This study explored the relationship between meal size and perceptions of a woman by asking 97 college students to give their impressions of a female student who was seen via a television monitor eating one of four meals. Meals were varied in terms of both amount and gender connotations. Four questionnaires were used in the study: a questionnaire focusing participants' attention on the meal without revealing the meal's importance in the study; an adaptation of the Bem Sex Role Inventory designed to measure the viewer's impression of the woman's sex-typed characteristics; a Social Appeal Scale used to evaluate how much the participants liked the target woman; and a five-point Likert-type scale measuring aspects of the woman's attractiveness. The results showed that meal size significantly affected ratings of the woman's social appeal, physical attractiveness, and expressive traits, but not ratings of her instrumental traits. Thus, eating lightly appears to be socially advantageous for a woman. (Author/NB)

ED 326 843 CS 010 342

Stephens, Diane
Toward an Understanding of Whole Language. Technical Report No. 524.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 91
NOTE- 46p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; Classroom Environment; *Educational Philosophy; *Educational Research; Elementary Education; Literature Reviews; Politics of Education; *Whole Language Approach
IDENTIFIERS- Educational Issues

This report discusses whole language, portraying it as a philosophy of education with three basic premises: (1) learning in school ought to incorporate what is known about learning outside of school; (2) teachers should base curricular decisions on what is known, they should possess and be driven by a vision of literacy, they should use observation to inform teaching, and they should reflect continuously; and (3) teachers as professionals are entitled to a political context that empowers them as informed decision makers. The report begins with a brief discussion of each of these premises and then surveys research that has been conducted on classrooms and practices that are consistent with a whole language philosophy. It goes on to provide annotations for 38 studies, 10 of which compare whole language with traditional instruction. (One table of data and 124 references are attached.) (Author/SR)

ED 326 861 CS 010 361

Hicks, Ruby Mereday
A Learning Activity for At-Risk Third Grade Students in Visual Discrimination of the Consonants B, D, and P.
PUB DATE- 22 Mar 90
NOTE- 131p.; M.S. Practicum, New York Institute of Technology.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Corrective Reading; Decoding (Reading); Grade 3; *High Risk Students; *Learning Activities; *Learning Disabilities; *Letters (Alphabet); Primary Education; Public Schools; Reading Skills; *Visual Discrimination; Visual Learning
IDENTIFIERS- Instructional Systems Design; New York (Hempstead)

A study was conducted to address the need for the public school system to provide an enriched curriculum for classroom teachers with "at-risk" students. It also examined whether students who had been exposed to a variety of supporting and related techniques of letter recognition through systematic instruction would be able to discriminate between the consonants b, d, and p of the alphabet. These letters were selected because they cause most of the problems for those students who have trouble with visual discrimination. The methods used for the instructional project were based on a multi-sensory approach which involved concrete objects. The major instructional area was teaching phonics. The five stages used in the project were: analysis, design, development, implementation, and evaluation. Learning activities were designed using the Instructional Systems Design process. The instruction guided 13 third grade students in Hempstead, Long Island, on how to differentiate the similar and different characteristics of the letters b, d, and p. Formative and summative evaluation techniques were utilized. Although none of the learners passed the pretest, results indicated that all of the learners passed the posttest. (Nine tables of data are included. Appendixes include: tasks, project planning, pretest, embedded test, performance checklist, revised performance checklist, posttest, questionnaires, materials developed for the project, lesson plans, entry behaviors test, and award of merit. Twenty references are attached.) (MG)

ED 326 892 CS 212 607

Snow, Joyce Stegemann

Transportation Transformation: A Writing Project for At-Risk Students.

PUB DATE- 21 Aug 90

NOTE- 156p.; M.S. Practicum, New York Institute of Technology.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Computer Literacy; Computer Software Evaluation; Grade 4; *High Risk Students; Instructional Effectiveness; Intermediate Grades; Microcomputers; Student Motivation; Units of Study; *Writing Assignments; *Writing Skills

IDENTIFIERS- Instructional Systems Design; New York (Long Island); Writing Development

A practicum involved the creation of an instructional unit that used a microcomputer and a graphic writing program, Transportation Transformation, to motivate at-risk learners to write (focusing on creative stories) as well as to increase their writing. The target population consisted of fourth graders who were attending Birch Lane Elementary School, Massapequa, New York. The practicum designer created a unit of instruction based on the utilization of the motivating program Transportation Transformation integrated with the reinforcement of a variety of writing skills. The main tasks of the instructional unit involved loading the program, creating a contraption (transportation vehicle), writing a transportation tale, editing the transportation tales, and exiting the program. Implementation of the unit involved a combination of class activity and individual work. Data were collected throughout this stage for utilization in the summative evaluation. All learners thoroughly enjoyed utilizing the software. Truly creative contraptions were constructed where learners far exceeded the minimum performance necessary for completion of the instructional goal. (Fifteen tables of data are included; 25 references, a list of tasks, project planning, checklists, an attitude questionnaire, sample contraptions, a story chart, and sample print sizes are attached.) (RS)

ED 326 960 EA 022 512

Veir, Carole A.
Structure and Organization of Administrative Internships: Components of a Successful Program.
PUB DATE- Aug 90
NOTE- 26p.; Paper presented at the Annual Conference of the National Council of Professors of Educational Administration (Los Angeles, CA, August 1990). Light print may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Field Experience Programs; Higher Education; *Internship Programs; Management Development; Practicums; Professional Education; Program Evaluation

Components of a successful internship program are described in this report, with a focus on internships in middle management. Included are descriptions of program characteristics, pre-internship experiences, pre-internship options, knowledge prerequisites, seminars, funding and district cooperation, student and site matching, placement options, the relationship between internship and job placement success, and an assessment of interns and followup studies. A preliminary conclusion, pending further data analysis, is that the program is successful. Improvements underway include the addition of an orientation seminar and courses in school law and finance, revision of followup questionnaires and the intern handbook, and placement of interns into paid positions. The responsibility for program success is viewed as a product of cooperation among the university, student, site supervisor, and district/agency. (10 references) (LMI)

ED 327 044 EC 232 696

Thomas, David

Reflective or Reactive Pupils and Teachers? Special Educator or Special Trainer? Role Dilemmas for Teachers and Education Tutors.

PUB DATE- Aug 90

NOTE- 18p.; Paper presented at the International Special Education Congress (Cardiff, Wales, United Kingdom, July 30-August 3, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavioral Objectives; *Disabilities; *Educational Methods; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *Special Education; *Special Education Teachers; Student Educational Objectives; *Teacher Education; Teacher Effectiveness; *Teacher Role; Teaching Styles

IDENTIFIERS- *Great Britain

The special educator's role and training is discussed within the context of current efforts by British schools to comply with the Education Reform Act and the National Curriculum. The close relationship between the process and content of learning and between styles of learning and learning outcomes is stressed. Individual sections address the following ideas and issues: "Touchstones" (a thematic approach to student assessment); the teaching process as the learning product; process definition with emphasis on the relationship between teacher and pupil; concerns with the heavy use of structured learning in special schools; questions about the usefulness of the objectives model and skills analysis paradigm to produce student autonomy and independence; similar concerns raised by teachers; the teacher as a reflective practitioner; and the training and education of teachers. Includes 16 references. (DB)

ED 326 642 CE 056 371

Uhlenberg, Beverly M.; Estrem, Cary E.
Life Skills for Single Parents: A Curriculum Guide.
North Dakota Univ., Grand Forks. Bureau of Educational Services and Applied Research.
SPONS. AGENCY- North Dakota State Board for Vocational Education, Bismarck.
PUB DATE- May 88
NOTE- 415p.; Printed in part on colored paper.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Assertiveness; *Child Rearing; Consumer Education; Course Content; *Daily Living Skills; Decision Making Skills; Family Life Education; Learning Activities; Lesson Plans; *Money Management; Nutrition; Nutrition Instruction; *One Parent Family; Parent Child Relationship; *Parent Education; Parenting Skills; Postsecondary Education; *Problem Solving; Self Actualization; Self Concept; Self Esteem; Stress Management; Teaching Methods
IDENTIFIERS- North Dakota

This curriculum guide is designed to teach everyday skills that single parents need to build strong families. The curriculum is nonsexist, has a low reading level, is activity oriented, meets the needs of single parents as identified by parents in North Dakota, may be used with individuals or groups, requires little preparation by the leader, and can be adapted to fit classes of different lengths and different numbers of meeting times. The curriculum focuses on problem-solving skills, incorporating the Practical Action Teaching Approach (Laster 1982), a model for teaching problem solving that enables learners to solve their own problems and to acquire new information and skills based on their own needs. The curriculum contains five units that cover the following skills: self-esteem and assertiveness; managing stress; raising happy, healthy children; managing money matters; and food for healthy families. Each unit consists of an introduction, problem-solving suggestions, and 13 to 35 activities for participants. Some activities include handouts with space for participants to plan actions and answer questions. (KC)

ED 326 642 CE 056 371

ED 326 688 CE 056 512

Olson, Gerald T.; Whitman, Patricia D.
Career Information Delivery Systems Inventory.
Los Angeles County Office of Education, Downey, CA.
SPONS. AGENCY- California Occupational Information Coordinating Committee, Sacramento.
PUB DATE- Jan 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Choice; *Career Information Systems; Career Planning; Careers; *Computer Oriented Programs; Computers; *Computer Software; Computer Software Selection; *Information Sources; *Occupational Information; Postsecondary Education; Secondary Education

This inventory highlights similarities and differences between 19 computerized career information delivery systems (CIDS) so practitioners may make more informed choices concerning the adoption of such systems, and policymakers may monitor the developing scope of system features and costs. It was developed through a survey of computer products vendors developed by California educators and media consultants. The CIDS included in the inventory are the following: Guidance Information System (GIS); DISCOVER (for High Schools, Junior High and Middle Schools, Colleges, and Adults; SIGI PLUS; CHOICES; CHOICES for Adults in Career Transitions; CHOICES Jr. for Junior High and Middle Schools; EUREKA; California VIEW; VAL SEARCH; Placement Problem Solver; DATAMASTER; OASYS; COSS; RAVE (Realistic Assessment of Vocational Experience); Peterson's; ISABEL; and DISCOVER for Mini-Computers. For each system, information is provided in chart format concerning computer hardware on which the system will run, personal computer memory requirements, additional hardware features, ease of use, tests for which scores may be entered, attributes that can be assessed online, theoretical orientation, audience for whom the system's theoretical orientation is appropriate, descriptive information included in the occupational files, files of postsecondary programs, basis for occupational files and updates, cost, additional cost factors, and system reading level. The survey instrument, and a glossary of terms are included. (KC)

ED 326 734 CE 056 604

Industrial Arts/Technology Education. Alabama Course of Study. Bulletin 1990, No. 56.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 90
NOTE- 53p.; For other course of study documents, see CE 056 600-606.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communications; Construction (Process); Construction Industry; *Core Curriculum; *Course Content; Electronics; Employment Potential; Energy; Engineering Graphics; Graphic Arts; *Industrial Arts; Intermediate Grades; Job Skills; Leadership Training; Manufacturing; Metal Industry; Middle Schools; Power Technology; Secondary Education; State Curriculum Guides; Student Organizations; Technical Illustration; *Technology; Transportation; Woodworking
IDENTIFIERS- *Alabama; *Technology Education

This course of study provides the framework for the content of a program in industrial arts/technology education. An introduction describes industrial arts/technology education, lists goals, and presents suggestions for meeting the needs of special populations. A conceptual framework is provided that organizes required minimum content for the program into five core courses at the junior high or middle school levels (exploring technology; construction cluster; communications cluster; manufacturing cluster; power, energy, and transportation cluster) and nine core courses at the high school level (graphic arts; technical drawing; engineering graphics; construction industry; power mechanics; power and energy; electronics technology; metal technology; and wood technology). A diagram summarizing the conceptual framework follows this section. The next section provides outcomes for the core courses along with corresponding topics. Brief descriptions of two optional courses are then given. The course of study concludes with information on vocational student organizations and benefits of student participation in them. (YLB)

Proposal for a Council Decision Adopting an Action Programme for the Training and Preparation of Young People for Adult and Working Life.

Commission of the European Communities, Brussels (Belgium).
PUB DATE- 18 Mar 87
NOTE- 41p.; For a related document, see CE 056 859.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Educational Cooperation; *Education Work Relationship; Foreign Countries; *International Cooperation; International Educational Exchange; International Programs; *Job Training; Secondary Education; Technical Assistance; *Vocational Education; *Youth Programs
IDENTIFIERS- *European Community

This document begins with a communication from the Commission of the European Communities (CEC) that proposes an action program for the training and preparation of young people for adult and working life. It analyzes the present situation, outlines the action program, and presents a nine-point plan of supporting action to be implemented by the CEC. An explanatory memorandum follows this communication. It contains a more detailed explanation of the supporting action to be taken by the CEC. The various measures to be implemented are described, corresponding to the nine-point plan of action. Measures include partnership initiatives in vocational education and training, technical assistance, comparative research, surveys of coverage of youth training measures, review of vocational qualifications, youth information projects, youth initiatives, exchange of training specialists, and regular dialog. The proposal for the council decision follows the Memorandum. An appendix to the proposal also outlines the nine points or measures. Other contents of this document include a financial statement, a note on the impact of certain legislative acts, and an opinion of the Advisory Committee on Vocational Training on the Commission's Working Document, "The Training and Preparation of Young People for Adult and Working Life." (YLB)

ED 326 766 CG 022 974

Yesenosky, Janice; Holahan, William

A Survey of Division 17 Members: The Attitudes of Statistically Derived Subgroups.

PUB DATE- Aug 90
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Counseling; *Psychology
IDENTIFIERS- *Counseling Psychology; *Identity (Professional)

Attempts to describe the identity and unique characteristics of counseling psychology have been made almost since the beginning of the specialty area in the post-World War II era. This study was conducted as an attempt to describe the specialty area of counseling psychology as it exists in 1990. A national survey of 800 members of Division 17 (Counseling Psychology) of the American Psychological Association was conducted to assess attitudes about selected work sites and professional activities for counseling psychologists. The total number of questionnaires completed was 521, a return rate of 65%. Survey items were written to represent work sites and activities which have been traditionally associated with either counseling or clinical psychology. Responses were analyzed through an oblique rotation principal components analysis of survey items, the assignment of standardized scores to respondents' data, and subsequent cluster analysis of those standardized scores. Based on responses to the attitude survey items, three subgroups of respondents emerged: (1) Clinical Counseling Psychologists, who favored long-term treatment and advocated working with clients with more severe pathology; (2) Central Counseling Psychologists, who emphasized a normal developmental approach in work with clients and strongly opposed prescription privileges; and (3) Traditional Counseling Psychologists, who strongly opposed counseling psychologists performing long-term therapy and working with the severely disturbed, and who instead adopted a lifespan developmental approach and viewed counseling and clinical psychology as distinct specialty areas. (Author/NB)

ED 326 796 CG 023 006

White, Jacquelyn W.; Niles, Patricia

The Social Construction of Consent: Sexual Scripts and Acquaintance Rape.

PUB DATE- 10 Aug 90

NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Court Role; *Feminism; *Rape; *Social Values

IDENTIFIERS- *Acquaintance Rape

The decision whether a woman has consented to sexual intercourse is rarely determined by the woman herself. Often, instead, a woman's consent, and ultimately her sexuality, is determined for her by others--her partner, the community, or the court system. Women in this culture have traditionally had very little power to control their own bodies and their own sexuality, ironically, while held responsible for its consequences. In the examination of rape and its treatment by the legal system, the woman's voice is drowned out and lost. Female consent has been defined traditionally from the male perspective. Sexual scripts create a prototype of the consenting female. The prototype consists of a cluster of attributes and behaviors indicative of willingness to engage in sexual intercourse. Traditional views render nonconsent virtually impossible. Without evidence of nonconsent, there can be no crime, and the problem of acquaintance rape becomes trivialized--it is really "just sex." A feminist alternative argues that rape must be viewed from the woman's point of view. Women desire sex based on mutual attraction, that involves minimal pressure and two-way communication about each partner's desire. A feminist perspective also suggests that a woman has the right to be sexually provocative. Finally, male-female interactions in general, and the dating situation in particular, must be reconceptualized; relationships should be based on mutual respect and trust. (ABL)

ED 326 812 CG 023 022

Hammond, W. Rodney; And Others
Positive Adolescents Choices Training (PACT): Preliminary Findings of the Effects of a School-Based Violence Prevention Program for African American Adolescents.
SPONS. AGENCY- Ohio State Commission on Minority Health, Columbus.
PUB DATE- 90
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Aggression; Behavior Modification; Behavior Problems; *Black Students; Cognitive Restructuring; *Interpersonal Competence; *Program Effectiveness; Secondary Education; *Skill Development; *Violence
IDENTIFIERS- *African Americans; *Positive Adolescents Choices Training Program

The Positive Adolescents Choices Training (PACT) program is a culturally sensitive social skills training program developed specifically for African American youth to reduce their disproportionate risk for becoming victims or perpetrators of violence. The cognitive-behavioral group training approach equips students with specific social skills to use in situations of interpersonal conflict. The PACT program has been implemented with students between 12 and 15 years of age in cooperation with an urban school system. Participants were selected by teachers on the basis of skill deficiencies in relating to peers, behavior problems (particularly aggression), and/or history of victimization by violence. Twenty-eight students have completed the training and an additional 37 are currently being trained. The PACT project appears to be a viable and effective way to reduce the potential for violence in African American middle school youth. Students who completed the training were rated by both teachers and trainers as showing improvement in the target skill areas as measured by pre-to-post observation of behavior. Also, participants completing the program demonstrated reduced negative behavior such as suspensions or expulsions related to violent behavior in comparison to a closely matched group of untrained students. (Author/NB)

ED 326 877 CS 212 590

Stotsky, Sandra

Do We Have, or Have We Had, a Literary Canon in Our Secondary Schools? What Literature Surveys Reveal.

PUB DATE- Nov 90

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (80th, Atlanta, GA, November 16-21, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *English Curriculum; Language Arts; Literature; *Literature Appreciation; *Reading Interests; School Surveys; Secondary Education; *Secondary School Curriculum

IDENTIFIERS- Cultural Literacy; Educational Issues; English Teachers; *Literary Canon

A study investigated the contention that secondary school literature programs have offered, and continue to offer, what could be construed as a literary canon, a relatively small body of literary texts to which a majority of students have been and are continuing to be exposed. Several surveys of the literary works teachers assign, dating back to 1907, were examined and revealed several trends. First, there is a clear shift from a predominantly British curriculum to a predominantly American one from 1907 to 1990. A study of students' reading interests in 1950 revealed that major changes in the literature curriculum had taken place by mid-century. Only 12 titles on a 1964 list had also been on the 1907 survey list, and almost half of the top 40 titles were by Americans. Second, many major characters in works of fiction are now adolescents. Third, many of the top 40 titles for grades 7-12 are now suitable for students with moderate reading ability. Finally, there seems to be a decline in tales of adventure and humor as well as in collections of poems and serious essays. To judge by these lists, there does not seem to be any strong evidence for the existence of a canon in high school literature programs over the past century. Most secondary school students in this country now read few literary works in common. These findings raise a number of questions for English teachers concerning intellectual content, moral content, and civic mission of the schools. (Four tables of data are included.) (KEH)

ED 326 924　　　EA 022 384

Vandalism Prevention and School Security.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Jul 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Crime; Elementary Secondary Education; Safety; School
  Safety; *School Security; *School Vandalism; Violence
IDENTIFIERS- *North Carolina

Suggestions for the development and improvement of school security programs by local education agencies are provided in this guidebook. Strategies are outlined for managing perimeter and grounds, buildings, visitors, weapons, bomb threats, security systems, and lighting. The recommendation is made for use of a checklist by a local committee to analyze security strengths and weaknesses. The appendix includes a vandalism/security checklist. (LMI)

ED 326 942 EA 022 491

Pounder, Diana G.

The Challenge for School Leaders: Attracting and Retaining Good Teachers.

PUB DATE- 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Southeast Educational Research Association (Baton Rouge, LA, February 1986).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Instructional Leadership; Principals; Quality of Working Life; Teacher Employment; *Teacher Recruitment; *Teacher Shortage; *Teacher Supply and Demand; Teaching Experience; Work Experience

The attraction and recruitment of qualified teachers as a responsibility of school leaders is discussed in this paper. Included are an examination of factors contributing to teacher shortage, identification of school-based reform targets that address the work and working conditions of teachers, and a discussion of the implications of such conditions for institutional leaders, especially principals. A conclusion is that redesigning aspects of the work of teachers and the work environment in schools are two important means by which principals can enhance the appeal of teaching as a worthwhile vocational choice. Because teachers are a source of ideas, a recommendation is made for principals to listen, interpret, and respond to teachers' concerns. Listening, interpreting, and responding to teachers' concerns are discussed as ways in which principals can contribute to staff development. (45 references) (LMI)

ED 326 978 EA 022 539

Voices from Successful Schools: Elements of Improved Schools Serving At-Risk Students and How State Education Agencies Can Support More Local School Improvement.

Council of Chief State School Officers, Washington, D.C.

PUB DATE- Mar 90

NOTE- 44p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *At Risk Persons; Disadvantaged Youth; Educational Assessment; Educational Improvement; Educational Quality; *Effective Schools Research; Elementary Secondary Education; Outcomes of Education; *School Effectiveness

IDENTIFIERS- *Council of Chief State School Officers

The effect of successful school practices on educational outcomes of disadvantaged students is examined in this project report. A second focus is to determine ways in which state education agencies can support local school improvement efforts in the secondary and middle schools. As part of a larger long-term effort to improve the educational achievement of children considered at risk, the study involves a review of current research, expert consultation, and site visitation of 19 exemplary schools. Information is provided on the school improvement initiation process; methods for improvement, which include management, instruction, and early intervention and categorical programs such as Chapter 1, special education, and bilingual education; staff training; evaluation and accountability; parent involvement; community and business support; and state intervention. Recommendations include provision of technical assistance by state education agencies, identification of successful schools, improved teacher training, increasing the priority of early childhood education, use of innovative instructional methods and incentives, improved program information dissemination, and promotion of family and community support programs. The appendix lists the participating schools from nine states: California, Connecticut, Florida, Louisiana, Maryland, Michigan, New York, Pennsylvania, and Virginia. (LMI)

ED 326 997 EA 022 585

Barto, Susan

Embracing Diversity through Multicultural Education.

National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Dec 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Bilingual Education; Boards of Education; •Cultural Pluralism; Educational Policy; Elementary Secondary Education; Ethnic Studies; Ethnocentrism; Limited English Speaking; •Multicultural Education

The debate between particularism and pluralism is summarized, and multicultural education policies in six states (California; New York; Minnesota; Portland, Oregon; Milwaukee, Wisconsin; and Walled Lake, Michigan) are described. Recommendations include planning for demographic change, reviewing curriculum policies, and emphasizing staff development and recruitment. (LMI)

ED 327 013 EC 232 660

Special Education in New York State: Parent's Perspective.

New York State Commission on Quality of Care for the Mentally Disabled, Albany.

SPONS. AGENCY- New York State Developmental Disabilities Planning Council.

PUB DATE- 90

NOTE- 86p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Education; Age Differences; Conflict Resolution; *Disabilities; Due Process; Elementary Secondary Education; Individualized Education Programs; Needs Assessment; *Parent Attitudes; Parent School Relationship; Rural Education; State Surveys; Student Educational Objectives; Student Needs

IDENTIFIERS- *New York

This New York State study evaluated problems encountered by children with handicapping conditions and their parents (N=1,486) in obtaining a free, appropriate public education. The majority (64 percent) of parents were satisfied with their child's educational program. Only 19 percent were dissatisfied. Parents of children with physical disabilities were the most satisfied (75 percent) while parents whose children had learning disabilities were the least satisfied (57 percent). Satisfaction rates also differed significantly based on the child's age and the rural/non-rural location with parents of younger children and residents of non-rural areas being more satisfied. The three most common concerns raised by parents were: (1) lack of personal attention/education (19 percent); (2) not enough time spent with non-handicapped children (18 percent); and (3) inadequate teacher training (18 percent). The following facts are rated in the report: New York ranks highest among the states for the percentage of handicapped children segregated from other children; one-quarter of parents reported that recommended related services were not provided; 85 percent of parents attended their child's individualized education program meeting; and most disputes were resolved through informal means. Appended are the survey instrument, a list of participating agencies, and a response to the report. A glossary and 37 references are also included. (DB)

ED 327 028 EC 232 678

Education of the Handicapped Act Amendments of 1990. Conference Report. House of Representatives, 101st Congress, 2d Session.
Congress of the U.S., Washington, D.C. House.

PUB DATE- 1 Oct 90
NOTE- 93p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Disabilities; *Educational Legislation; Educational Practices; Educational Research; Elementary Secondary Education; *Federal Legislation; Instructional Materials; Postsecondary Education; Preschool Education; Teacher Education; Technology
IDENTIFIERS- *Education of the Handicapped Act Amendments 1990; Proposed Legislation

This report of the committee of conference reconciles differences in versions of bills passed by the United States Senate and the House of Representatives on a bill (S. 1824) to amend the Education of the Handicapped Act. The text of the recommended bill is presented, with the following sections: general provisions, assistance for education of all handicapped individuals, centers and services to meet special needs of handicapped individuals, training personnel, research, instructional media, technology, and technical amendments. A joint statement of the committee of conference explains the effect of the action agreed upon, and notes the differences between the Senate bill, the House amendment, and the substitute agreed to in conference. (JDD)

ED 326 614 CE 056 314

Askov, Eunice N.; And Others
Determining Gaps in Literacy Service Provision in Rural Pennsylvania: An Educational Outreach Project. Final Report.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Center for Rural Pennsylvania, Harrisburg.
PUB DATE- Jun 90
NOTE- 122p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Access to Education; *Adult Basic Education; *Adult Literacy; *Delivery Systems; Educational Needs; Illiteracy; *Literacy Education; Outreach Programs; *Rural Areas; Rural Education; Student Characteristics; Student Motivation
IDENTIFIERS- *Pennsylvania

A descriptive study identified and assessed programmatic characteristics of rural literacy services in northern Pennsylvania and factors affecting participation of adult literacy students in those services. The study focused on service delivery aspects of programming and incentives/motivations as well as on barriers affecting participation. Surveys and interviews collected data on programs, students, and need for services as well as attitudes and perceptions. Results indicated that most adult literacy providers and consumers were involved in adult basic education (ABE) programming; volunteers were an important component of most adult literacy programs; computer lessons were used in two-thirds of the responding programs; and two-thirds of the participants did not have more than a 10th-grade education. Barriers to participation in and delivery of ABE services were the following: low motivation and few incentives; need for confidentiality; inadequate transportation; lack of child care services; lack of community leadership; lack of professional support; and inappropriate funding. Recommendations corresponding to these barriers were made to improve and expand existing literacy services. (Appendixes include a list of 73 references; the survey packet; a report on library-based literacy service; funding source and technical assistance information; and raw data.) (YLB)

ED 326 629 CE 056 347

Miller, Tami; Baugh, Bob
Lessons from the Old School. European Workforce Development
Strategies for Oregon. A White Paper Based on a German Marshall
Fund Tour of European Education and Job Training Systems.
Oregon State Economic Development Dept., Salem.; Oregon State
Legislature, Salem. Joint Committee on Trade and Economic
Development.
SPONS. AGENCY- German Marshall Fund of the United States,
Washington, D.C.
PUB DATE- 31 Oct 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Business Responsibility; Cooperative Programs;
Developed Nations; *Educational Improvement; *Educational
Practices; *Education Work Relationship; *Foreign Countries;
Government Role; Institutional Cooperation; Job Training; *Labor
Force Development; Postsecondary Education; Secondary Education;
Teaching Methods; Vocational Education
IDENTIFIERS- Denmark; Sweden; West Germany

A German Marshall Fund tour of education and training systems in Denmark, Sweden, and West Germany generated ideas that Oregon could use to evaluate and improve its own educational systems and programs. Four principles define the European model: (1) government policy and programs promote employment; (2) business and labor are powerful partners in education; (3) on-the-job training is an integral part of school programs; and (4) vocational education is highly regarded and highly developed. Although not every European education or work force development program could be adopted wholesale in the United States, a number of ideas could be adapted to benefit workers and make Oregon businesses more competitive: (1) for the unemployed--extended unemployment compensation, centralized training and placement services, and subsidies to employers for hiring the unemployed; (2) for businesses--business and labor partnerships and an employment training fund; (3) for vocational education--raising the profile and quality of vocational education, supporting employer-driven vocational education, and creating a modularized training program design; (4) for adult education and training--job training protection and study circles; and (5) for schools--cooperative work experience, early learning about the workplace, and youth transition centers to ease the school-to-work transition. (KC)

ED 326 673 CE 056 449

Bowman, Linda
Examining Possible Jobs with the Dictionary of Occupational Titles (D.O.T.).
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Choice; Career Education; *Career Exploration; *Career Information Systems; Employment Qualifications; *Government Publications; Higher Education; High Schools; Information Sources; Learning Activities; Occupational Aspiration; Occupational Clusters; *Occupational Information; Occupations; *Reference Materials; Workbooks
IDENTIFIERS- *Dictionary of Occupational Titles

The Dictionary of Occupational Titles (DOT) contains information on more than 35,000 occupations in the United States. Volume I of the publication contains the names and definitions of more than 35,000 jobs, including information on what gets done, how it gets done, and why it gets done. The definitions also provide information on aptitudes, interests, and temperaments required for the job, and information on the extent to which the worker is involved with information, instructions, people, animals, and inanimate objects. Volume II contains two sections and four appendixes. It groups occupations into categories and explains the numerical codes used. This workbook provides a map to the third edition of the DOT, designed to help students use the reference. Emphasis is on using the publication to obtain information about various jobs without the burden of learning how the DOT is structured. The workbook is divided into two sections. In each section students are asked to look up information and write down a response. The workbook is arranged in such a way that students may work independently and at their own pace. It is appropriate for use at both the high school and early college levels. (KC)

ED 326 719 CE 056 572

Suffet, Eileen
Personnel Development for Persons Having an Impact on Vocational Education. Final Report.
Manor Junior Coll., Jenkintown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 29 Sep 88
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Needs; *Faculty Development; Inservice Teacher Education; *Program Development; *Program Implementation; Program Improvement; Two Year Colleges; Vocational Education; *Vocational Education Teachers; *Workshops
IDENTIFIERS- Manor Junior College PA

A project was conducted at Manor Junior College, Jenkintown, Pennsylvania, to design and implement a development conference for all faculty and staff who have a direct impact on vocational students. Emphasis was placed upon improving the quality of instruction, updating teacher competence, and introducing learning mechanisms for improving program relevance and quality. The conference was held March 2-3, 1988, in Chestnut Hill, Pennsylvania. A series of 18 different workshops and seminars addressing the needs of those faculty and staff who serve vocational education students and programs was presented. A series of follow-up workshops on evaluating the retention programs at the college was presented during May and June 1988. Feedback from the majority of the 68 persons who attended the conference was positive, although some participants recommended increased depth in future conferences. (A workshop schedule is included in this report.) (KC)

ED 326 844 CS 010 343

Bell, Diane M.; And Others
The Effect of Repeated Readings on Elementary Students' Attitude Toward Reading.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Analysis of Variance; *Elementary School Students; Grade 2; Grade 3; Primary Education; *Reading Attitudes; Reading Rate; Reading Research; *Student Attitudes
IDENTIFIERS- Attitudes Toward Reading Scale; Ohio; *Reading Fluency; *Repeated Readings

A study investigated the effect of repeated readings of the same connected text on students' attitude toward reading and their reading fluency, determined by accuracy and speed. Forty-two subjects (25 second-grade and 17 third-grade students) from 2 self-contained classrooms in rural Ohio participated in the study. The pretest-posttest control group experimental design was utilized. The "Attitude toward Reading Scale" was group administered to all subjects as a pretest and posttest. Three graded reading passages from the "Basic Reading Inventory" were orally read three times each by students in two treatment groups (visual feedback, no visual feedback) in both classrooms. The control group in each classroom performed independent reading activities. Results indicated no evidence of a difference in mean attitude toward reading among the three treatment groups. Results also indicated that while speed increased with each repeated reading of a passage for all three passages, accuracy increased with each repeated reading of a passage for only one of the three passages. (Three tables of data are included.) (Author/RS)

ED 326 909 CS 507 349

Williams, David E.; Schaller, Kristi A.
Peer Persuasion in the Classroom: A Naturalistic Study of Children's Dominance.
PUB DATE- Nov 90
NOTE- 40p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Assertiveness; Child Development; Interpersonal Communication; Kindergarten Children; Naturalistic Observation; *Peer Relationship; Persuasive Discourse; *Preschool Children; Preschool Education; *Social Cognition; Socialization; Speech Communication
IDENTIFIERS- Communication Behavior; *Dominant Behavior; Ohio

Two naturalistic studies examined how children attempt to exert dominance over their peers, which tactics are most frequently used, and which appeals are most successful. The first study identified 3 categories of dominance behavior by a 6-week observation of playground interactions of 20 4- and 5-year-old children. The second study, conducted at the same child care center 5 months later to quantify the findings of study one to provide validity to the inductive constructs, coded 78 domineering behaviors, counted the number of behaviors in each category, the sex of the initiator(s) and target(s) and the success ratios. Results confirmed that verbal assertiveness was the most frequently employed domineering strategy of 4- and 5-year-old children, accounting for 72% of dominance behavior. Successful use of verbal assertion was found most frequently when commands were given by assertive children and when males attempted to dominate females. Domination of same-sexed target and female assertiveness over males were successful slightly more than half of the time. Results also revealed that physical assertiveness (12% occurrence) seemed to serve as a successful means for exerting dominance only when a child was able to exhibit athletic superiority. The most significant finding was the ability of some children to use theme plays to exert dominance over their peers (13% occurrence), a strategy used most often by females who feel confident that the target will play along with the scenario and assume the submissive position. (One table containing the coded domination attempts of children is included; 24 references are attached.) (KEH)

ED 326 658 CE 056 417

Conti, Gary J., Ed.; Fellenz, Robert A., Ed.
Cultural Influences on Adult Learning.
Montana State Univ., Bozeman. Center for Adult Learning Research.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 90
NOTE- 69p.; Papers Developed by Postdoctoral Fellows at the Center for Adult Learning Research. For related documents, see CE 056 416-419.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Adult Education; Adult Educators; *Adult Learning; Comparative Analysis; *Cultural Influences; *Educational Benefits; Educational Research; Faculty Publishing; Foreign Countries; Group Activities; Group Dynamics; Human Capital; International Studies; *Lifelong Learning; Organizational Climate; Outcomes of Education; Rural Areas; Rural Environment; *Self Concept
IDENTIFIERS- China; Georgia; Montana

Five projects are reported that examined factors related to adult learning in nontraditional environments. "Conrad, Montana: A Community of Memories" (Janice Counter, Lynn Paul, and Gary Conti) reports on a group of adults who for over 40 years have been active in building a better community for friends, relatives, and themselves. A 17-item bibliography lists archives, interviews, and articles, books, and records. "Investing in the Capital Assets of Adults" (Allen Moore) assesses the broad economic implications for a Southern community of its citizens' participation in educational activities. "Contrasting Foundations for Learning and Teaching: Selfhood in China and the United States" (Daniel Pratt) examines the influence of cultural traditions on learners. A model is proposed for how people develop a sense of self. "Educational Barriers to Rural Adults" (Stanley Easton) focuses on barriers to educational participation for adult learners in the rural Northwest. "Development and Utilization of Professional Literature: A Survey of Adult Education Professors" (Ralph Brockett) examines the creation of knowledge in an organizational culture. (YLB)

ED 326 703 CE 056 539

Acero, Liliana

Microelectronics: The Nature of Work, Skills and Training. An
 Analysis of Case Studies from Developed and Developing Countries.
 Training Discussion Paper No. 51.

International Labour Office, Geneva (Switzerland).

PUB DATE- Nov 90

NOTE- 48p.; Edited by the Training Policies Branch of the International Labour Office.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) E

DESCRIPTORS- *Blue Collar Occupations; Case Studies; Developed Nations; Developing Nations; Educational Change; *Educational Policy; Foreign Countries; *Job Skills; *Microelectronics; Postsecondary Education; Secondary Education; *Technological Advancement; Trade and Industrial Education; *White Collar Occupations

Microelectronic technologies have had an impact on the nature of work in industry for both white-collar and blue-collar workers. Evidence from sector- and enterprise-level studies shows changes in skills and job content for blue-collar workers involved with numerically controlled machine tools, robots, and other microelectronics applications. Maintenance jobs have decomposed into two separate functions--electromechanical and electronic maintenance. The introduction of microprocessors into office work has also brought skill changes. Analysis of research challenges the view that loss of production workers' skills is balanced by an upgrading of office workers' skills. In the occupations of designers and drafters, programmers, and clerical workers, a group of semiskilled workers has appeared. Upgrading of some white-collar occupations--specialist engineers, systems analysts, and top managers--has occurred. Industrial training policy implications for developing countries include the need to develop a work force with competence in information technology, to provide practical experience, and to encourage participation of experts from abroad in training. Research into the impact of microelectronics at both the sectoral and enterprise levels and into microelectronics applications and intercountry studies are needed. (An eight-page bibliography is appended.) (YLB)

ED 326 828 CG 023 039

Saywitz, Karen J.; And Others

Preparing Child Witnesses: The Efficacy of Memory Strategy Training.

PUB DATE- Aug 90
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990). Thick type throughout. Drawing may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Court Litigation; Intervention; Interviews; *Legal Problems; *Recall (Psychology)
IDENTIFIERS- Court Witnesses; *Eyewitnesses; *Testimony

An intervention to prepare children for pretrial interviews and testimony was tested. The goal of the intervention was to increase the completeness of young children's eyewitness accounts because their free recall is typically less complete than that of older children or adults. Seven- and 10-year-old children (N=132) were randomly assigned, within age groups, to one of three treatment conditions: (1) training with retrieval strategies using schema based categories and visual cues with practice, feedback, and self-monitoring; (2) instructions to be complete, but no strategy training; and (3) a control group receiving no instructions and no strategy training. The children participated in a staged event followed, 2 weeks later, by a 30 minute, individual training or control session. One day later, there was a booster session after which they were interviewed about the event with free and cued recall tasks. The results validated the assumption that the completeness of children's eyewitness accounts can be enhanced without the risk of an increased rate of error. Moreover, instructing children in this age range to be more complete was not effective. (A discussion focuses on implications for the forensic context, limits on generalization, and directions for future research.) (Author)

ED 326 862   CS 010 362

Limtrakarn, Siriporn
Literacy Programmes in Thailand.
PUB DATE- Jul 90
NOTE- 11p.; Paper presented at the World Congress on Reading (13th, Stockholm, Sweden, July 3-6, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Basic Skills; Educational Assessment; Elementary Secondary Education; Foreign Countries; *Functional Literacy; *Illiteracy; *Literacy Education; Needs Assessment
IDENTIFIERS- *Thailand

This paper discusses the literacy situation in Thailand, where, while literacy is regarded as the basic right of every Thai, the greater proportion of the population reads at the elementary level. The paper first examines the national policy on literacy, focusing on problems which remain to be tackled under the Fifth National Economic and Social Development Plan, and presents strategies to solve the problems of illiteracy. Next, the paper discusses the functional literacy programs (organized to provide illiterate adults and neo-literates with relevant information and problem-solving procedures necessary to lead a happy and productive life). The paper outlines these programs' rationale, purpose, curriculum and material development, teacher preparation, instructional process, follow-up and supervision, instructional evaluation, categories, and outcomes. The paper's final section discusses the national literacy campaign: its objectives, the target group, teaching and learning process, textbooks and supplementary reading materials, problems, and the organizational system. (SR)

ED 326 893 CS 212 608

Croft, Cedric, Comp.
Spell-Write: An Aid to Writing, Spelling and Word Study.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 83
NOTE- 37p.; For teacher's manual, see CS 212 609.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; Foreign Countries; *Spelling; *Spelling Instruction; Word Study Skills; *Writing Instruction
IDENTIFIERS- New Zealand; Spelling and Writing Patterns; Spelling Patterns

Intended for students' use in several different ways to help with spelling and writing, this booklet has seven sections: (1) How to Use This Book to Help with Spelling and Writing; (2) Alphabetical Section (a 22-page section that lists the words students are most likely to use in their writing); (3) Place Names and Special Names; (4) Essential Words for Spelling and Writing; (5) More Words for Spelling and Writing; (6) Commonly Misspelt Words; and (7) How to Learn to Spell a Word. (SR)

ED 326 925 EA 022 391

Liontos, Lynn Balster
Involving At-Risk Families in Their Children's Education. ERIC Digest Series Number EA 58.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *At Risk Persons; *Cooperation; Elementary Secondary Education; Family Problems; *High Risk Students; *Parent Participation; *Parent School Relationship; Poverty; School Community Relationship; Social Services
IDENTIFIERS- ERIC Digests

The children who have generally been termed "at-risk" are usually poor and often from other cultural backgrounds. Schools need to find ways to reach and involve at-risk families with their children's education. Steps include collaboration with other community agencies, helping parents identify what they are capable of doing, and respecting cultural differences. Guidelines, based on successful projects, include being and flexible, using strong personal outreach, holding the first activity away from school, preparing staff with inservice workshops, providing child care and transportation, and keeping up the effort. (10 references) (MLF)

ED 326 943 EA 022 492

Carter, Carolyn G.; And Others

Factors Related to Organizational Turnover Intentions of Louisiana Cooperative Extension Service Agents.

PUB DATE- Nov 89

NOTE- 20p.; Paper presented at the Annual Conference on Quality-of-Life Studies in Marketing and Management (3rd, Blacksburg, VA, November 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Agencies; Employee Attitudes; Employment Patterns; *Extension Agents; Extension Education; *Job Satisfaction; *Labor Turnover; Migration; Professional Personnel; Quality of Working Life; Work Experience

IDENTIFIERS- *Cooperative Extension Service; *Louisiana

The relationship between employee turnover intentions and various predictors of turnover are examined in this study based on the theoretical framework of March and Simon's (1958) "decision to participate" model. Specifically, the predictors include desirability of movement (organizational commitment), ease of movement, job satisfaction, life interest, and selected demographic variables. Mailed questionnaires to 261 parish Louisiana Cooperative Extension home economics and agriculture agents yielded 240 returns, (a 92 percent response rate). Stepwise multiple regression analysis indicated that desirability of movement (organizational commitment) is the strongest single predictor of intention to quit an organization. Another finding is that organizational commitment and job satisfaction interact to form the desirability of movement component, suggesting that the strength of these variables should be determined before testing desirability of movement. One figure on the intention to quit the organization model is included. (18 references) (LMI)

ED 326 961 EA 022 513

Veir, Carole A.

Mandating Statewide Teacher Appraisal: Emerging Legal Issues.

PUB DATE- 16 Aug 90
NOTE- 43p.; Paper presented at the Annual Conference of the National Council of Professors of Educational Administration (Los Angeles, CA, August 1990). Some appendices may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; *Compliance (Legal); Elementary Secondary Education; Grievance Procedures; Incentives; Legal Problems; State Legislation; *State Standards; Teacher Effectiveness; *Teacher Evaluation; Teacher Rights
IDENTIFIERS- *Texas

A survey and analysis of various fairness issues related to teacher evaluation and the pursuant legal challenges to placement on the Texas Teacher Career Ladder by the use of a statewide teacher appraisal system are presented in this report. Analysis of legal trends in Texas indicates that strict compliance has been required in situations where evaluation procedures are clearly identified in statutes and policies. Challenged decisions related to evaluation have been upheld in situations of school board attentiveness to evaluation requirements. Issues involving content rather than procedure, however, require a trained evaluator. Case analysis indicates that teachers are responsible to demonstrate the arbitrariness and bad faith of a district's career ladder selection process and decision. Appendices include lists of incentive programs by state, employee grievances, teaching standards, and guidelines to encourage student participation. (50 references) (LMI)

ED 326 998 EA 022 586

Toepfer, Conrad F., Jr.

Heterogeneous Grouping in Middle Level Schools: Leadership Responsibilities for Principals. Schools in the Middle: A Report on Trends and Practices.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- Jan 90

NOTE- 5p.; Colored print in section headings, on gray paper, may not film adequately. For related documents, see EA 022 587-588.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) P

DESCRIPTORS- Cooperative Learning; *Heterogeneous Grouping; Homogeneous Grouping; Intermediate Grades; Junior High Schools; *Leadership Responsibility; Middle Schools; *Principals; Program Development; Track System (Education)

Given that grouping students homogeneously has proved to be more deleterious than beneficial to student learning and self-concept, principals of middle level schools have the responsibility to implement more heterogeneous grouping arrangements in their schools. Grouping programs that provide multiple criteria for determining student ability and adequate guidance for students selecting courses and that do not lend themselves to a schoolwide grouping pattern are more likely to meet the variety and multiplicity of early adolescents' intellectual and developmental needs. The successful implementation and continuation of more heterogeneous grouping arrangements in any middle level school hinges on the principal's ability to identify the short-range and long-range skills necessary for the full realization of the new program and to provide staff members with adequate, ongoing training in those skill areas. Cooperative learning has emerged as one effective and constructive instructional strategy applicable to heterogeneous grouping arrangements, yet teachers will need extensive education and skill development in this area if students are to reap the anticipated benefits. The first step toward a successful heterogeneous grouping program in the middle level school is for principals and staff to collaborate and develop a timeline for the provision of necessary instructional skills. (13 references) (CLA)

ED 327 029 EC 232 679

Brown, D. F.

A Case Study on Special Education in New Zealand.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 36p.; Organizational chart on page 28 may not reproduce well due to small, broken print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Delivery Systems; *Disabilities; Educational Administration; Educational Finance; Educational Legislation; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Parent Participation; Postsecondary Education; Preschool Education; *Special Education; Voluntary Agencies
IDENTIFIERS- *New Zealand

As part of a Unesco study of its member states, this case study reviews New Zealand's services for the education of disabled persons. The policy objective in special education in New Zealand is to ensure that provision is made for the education of all persons with special teaching needs within a program which is universal, integral with other education programs, life-long, and unified within and across age sectors and community settings. The major trend in special education is towards the inclusion of all students with special teaching needs into the mainstream of education. The case study covers special education policy, legislation, administration and organization, special education provisions, finance, research and development, voluntary organizations, parents, and issues. Appendices offer an organization chart of special education in New Zealand and clarification of nomenclature used. (JDD)

ED 327 045 EC 232 697

Scherer, Marcia J.; McKee, Barbara G.

High-Tech Communication Devices: What Separates Users from Non-Users?

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Aug 90

NOTE- 53p.; Paper presented at Biennial International ISAAC Conference on Augmentative and Alternative Communication (4th, Stockholm, Sweden, August 12-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Assistive Devices (for Disabled); Cerebral Palsy; Deafness; *Disabilities; *Educational Technology; *Individual Characteristics; Neurological Impairments; Technological Advancement; Use Studies

This study investigated whether a disabled person's predisposition to technology use can be assessed in order to optimize the match of person with technological aids. Subjects, most with cerebral palsy, spinal cord injury, or deafness, were assessed with newly developed instruments and interviewed. Subjects were determined to be either technology users or technology non-users. In general, the use of technologies depended on each individual's unique background especially characteristics of the disability, characteristics of the person, psychosocial characteristics, as well as characteristics of the technology. Specifically, use of assistive technology devices (ATDs) was influenced by disability type, age at onset, degree of severity of disability, cognitive abilities and aptitude, personality traits, judgment and preference, adjustment and outlook, exposure and opportunity, expectations, social support, design factors of the ATD, and service delivery. In addition, factors influencing the decision to use or forego an educational technology (ET) were identified and grouped into the following categories: characteristics and nature of the educational goal and purpose of use; characteristics of the ET; characteristics of the person; and psychosocial characteristics. The following assessment instruments are being refined: The Assistive Technology Device Predisposition Assessment, and The Educational Technology Predisposition Assessment. (DB)

ED 326 735 CE 056 605

Marketing Education. Alabama Course of Study. Bulletin 1990, No. 55.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 90
NOTE- 38p.; For other course of study documents, see CE 056 600-606.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Cooperative Education; *Core Curriculum; *Course Content; *Distributive Education; Entrepreneurship; Entry Workers; Food Service; Job Skills; *Marketing; Retailing; Salesmanship; Secondary Education; State Curriculum Guides; Student Organizations; *Vocational Education
IDENTIFIERS- *Alabama

This course of study provides a framework for the content of a program in marketing education as part of the Alabama vocational education program. The course of study was designed to assist educators in developing and maintaining high quality vocational programs and to ensure uniformity of vocational programs. Following a description of the framework for marketing education, the guide lists topics and required student outcomes for core courses in fashion merchandising, advertising, entrepreneurship, principles of marketing, retail merchandising, and food marketing. Notes on cooperative education and vocational student organizations complete the guide. (KC)

ED 326 751 CE 056 859

The European Community Action Programme for the Vocational Training of Young People and Their Preparation for Adult and Working Life. Information Note.

Commission of the European Communities, Brussels (Belgium).

PUB DATE- Oct 88

NOTE- 12p.; For a related document, see CE 056 858.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Career Education; *Educational Cooperation; Education Work Relationship; Foreign Countries; *International Cooperation; International Educational Exchange; International Programs; *Job Training; Research Projects; Secondary Education; Technical Assistance; *Vocational Education; *Youth Programs

IDENTIFIERS- *European Community

The Commission of the European Community has set up an action program to support the development and implementation of policies in Member States aimed at ensuring that all young people may receive at least 1 year of vocational education after completion of their full-time compulsory education. The action program has three separate but connected parts: (1) a European Network of training initiatives to produce transnational cooperative partnerships; (2) Youth Initiative Projects; and (3) cooperative action in the area of research and surveys on the effectiveness of training provision. The European Network of training initiatives and associated technical assistance are intended to link selected training initiatives/projects to give a European dimension to training measures in Member States at national, regional, and local levels. The aim of the Youth Initiative Projects is to support projects where young people play a major part in the planning, organization, and management of training activities. Using the European dimension, the research component is intended to stimulate and help Member States to monitor and evaluate the quality and effectiveness of their policies to implement the decision. (Names and addresses of national policy coordinators are appended.) (YLB)

ED 326 767 CG 022 975

Perlman, Daniel
Age Differences in Loneliness: A Meta-Analysis.
PUB DATE- Aug 90
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; Foreign Countries; *Loneliness; Meta Analysis; Middle Aged Adults; *Older Adults; *Trend Analysis; *Young Adults
IDENTIFIERS- *Canada

While public opinion associates old age with loneliness, some social scientists argue that emotional responses such as loneliness decline in the later years of life. The purpose of this study was to empirically examine life cycle fluctuations in loneliness. To do so, a meta-analysis of 14 data sets involving over 25,000 respondents was performed. The results showed that loneliness was highest among young adults, declined over midlife, and increased modestly in old age. Methodological cautions are advised in interpreting these findings. Three possible types of explanations for age trends in loneliness include methodological artifacts, analysis of the high or low level of loneliness in specific age groups, and general models of loneliness which incorporate age-related factors. With regard to methodological factors, the possibility of differential volunteering rates exists, as does the question of measurement equivalence across age groups. With regard to age specific explanations, some authors have offered analyses of why adolescents are so prone to loneliness (separation from parents, identity diffusion, excessive rejection). Others have claimed that the declining social ties of the elderly make them susceptible to loneliness. Finally, a model of loneliness has been proposed that uses a single primary factor to explain fluctuations in loneliness in which loneliness results when there is a discrepancy between people's desired and achieved levels of contact. (Author/NB)

Anabolic Steroid Misuse among Minors. Report to the Governor and the General Assembly of Virginia. House Document No. 58.
Virginia State Health Professions Dept., Richmond.
PUB DATE- Jan 90
NOTE- 89p.; Inside title is variant of title on cover page.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Athletic Coaches; Athletics; *Drug Abuse; *Drug Education; *Educational Policy; Elementary Secondary Education; Prevention; *State Legislation; *State School District Relationship
IDENTIFIERS- *Steroids; *Virginia

This document comprises the final report of the Virginia Department of Health Professions' Task Force on anabolic steroid misuse among minors. As such, it summarizes the activities of the department and of the boards within the department, the Offices of the Secretary of Health and Education, and other organizations including the Virginia High School league and the Virginia Parent and Teachers Association confronting the steroid problem. After an executive summary, the first section reports on activities related to House Joint Resolution 439 which calls on the state medical and pharmaceutical boards to take steps to ensure better monitoring, control, distribution, prescription, and dispensing of anabolic steroids. The boards are considering necessary measures, including definition of steroid prescription as unprofessional practice and rescheduling steroids and accounting for their use. The next section reports on activities related to House Joint Resolution 440 which calls on the relevant state officials to develop and coordinate the use of education and prevention materials; to document steroid use and profile young users; to encourage prohibition of steroid use in high school athletics; and to encourage positive growth and development of every Virginia child. The following materials are appended: (1) executive summary of the 1989 report of the Task Force; (2) legislation and resolutions of the 1989 General Assembly; (3) two papers from a Statewide Symposium on Anabolic Steroids; and (4) data from a survey of Virginia athletic coaches. (TE)

ED 326 797 CG 023 007

Alwitt, Linda F.

Attitude Strength: An Extra-Content Aspect of Attitude.

PUB DATE- Aug 90
NOTE- 49p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Student Attitudes
IDENTIFIERS- *Attitude Strength

Attitude strength is considered as an extra-content aspect of attitude. A model of the relationship of attitude strength to attitude direction and behavior proposes that attitude strength is comprised of three dimensions that moderate the relationship between attitude direction and behavior. The dimensions are parallel to the tripartite dimensions of attitude content: cognitive, affective, and conative. A survey of attitudes and usage of fast food restaurants was completed by graduate and undergraduate business students (N=96). Respondents rated their beliefs about going to fast food restaurants; overall liking of a particular chain; evaluation how each of 17 attributes applies to the chain; and perceptions of how well others think of them when they go to the chain in six usage situations. Evidence from four analyses of usage and attitudes about a fast food restaurant generally support the model. The research is somewhat limited in scope and methodology. Because attitude strength measures used in the current research may have confounded theoretically-based distinctions and method, a multitrait-multimethod approach might provide further evidence about dimensionality of attitude strength. (Author/ABL)

ED 326 813 CG 023 024

Kramer, Josea
Urban American Indian Aging.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 90
NOTE- 21p.; Paper presented at the American Society on Aging Summer Series on Aging (6th, San Francisco, CA, July 16-20).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Delivery Systems; *Human Services; *Individual Needs; *Older Adults; Planning; *Urban American Indians

This document begins by dispelling several misperceptions about American Indians that are especially pernicious to older American Indians living in cities, and then goes on to discuss what is known about urban American Indian elders and the implications for planning and service delivery for Area Agencies on Aging and contractor agencies. It notes that the life expectancy and longevity of American Indians remains below that of the general U.S. population; that Title VI of the Older Americans Act was designed to provide support services to older American Indians living on reservations, but that nearly half of American Indians over age 25 live not on reservations, but in cities; and that the older Indian urban population should be served by Title III programs. Examples are given that illustrate why chronological age is not a clear indicator of health status in American Indians. Socioeconomic and health profiles of older urban American Indians are given. A small study on nutrition of urban elders is reported that shows that, although elderly urban American Indians do not suffer from malnutrition as their reservation peers do, they have below the recommended levels in total food energy, vitamin A, and calcium intakes. A low utilization of mental health services among elderly American Indians is discussed, and support services needed by urban American Indians are considered. Problems and solutions in providing services to this population are presented. Several relevant data tables are included. (NB)

ED 326 878 CS 212 591

Jacobus, Kristina; And Others

Can the Computer Lab Pull Its Weight as a Classroom?

PUB DATE- 27 Oct 90

NOTE- 17p.; Paper presented at the Annual Illinois Association of Teachers of English Conference (Springfield, IL, October 27, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Freshman Composition; Higher Education; Microcomputers; Student Writing Models; *Word Processing; *Writing Assignments; Writing Laboratories; Writing Processes

IDENTIFIERS- *Collaborative Writing; Process Approach (Writing)

It does not take a computer expert to teach students how to use word processing software to prewrite, write, revise, and edit a professional-looking paper. Just a small amount of expertise allows students to work independently as long as they have access to a computer and the necessary software. The computer also facilitates interactive learning and collaborative writing. "The Story Drawer" is an assignment that produces good collaborative writing. The class is divided into small groups, and each member of the group chooses an item from the drawer. Individually, the students are asked to use the prewriting activity called cubing. Students then work in small groups to develop a main character, a character sketch, and a plot summary. Students then write sections of the story and use the word processing software to revise and edit their collaboratively written story. One such story, entitled "A War of Words," is included in this paper to illustrate the kind of narrative that the "Story Drawer" assignment produces. (Appendixes on cubing, developing a persona, and story mapping are attached.) (RS)

ED 326 615　　　　CE 056 316

Osako, Masako M.
Training of Older Workers in Japan. Training Discussion Paper No. 43.
International Labour Office, Geneva (Switzerland).
PUB DATE- Aug 89
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adult Education; *Employment Patterns; *Employment Practices; *Employment Programs; Employment Projections; Federal Legislation; Foreign Countries; *Job Training; *Middle Aged Adults; Public Policy; Retirement
IDENTIFIERS- *Japan; *Older Workers

Figures for Japan show that the percentage of people aged 55 and over will rise from 17.6 percent in 1980 to 32 percent in 2010. Employers show little concern about the aging of the work force and are accustomed to providing training geared to older workers. The government supports the employment and training of older workers through the Employment Insurance Act; the Older Worker Employment Security Act to support employment of workers aged 55 and over; and the Occupational Skill/Ability Development Act, which sets aside a certain portion of training activities for older workers and allows a higher rate of reimbursement of the cost of training older workers. The Japanese government offers occupational training to middle-aged and older workers directly through its affiliated entities (National Occupational Skill/Ability Development Centres) and through training centers operated by municipal authorities. Training courses offered by employers vary depending on the size of the company. Labor unions are concerned about training of older workers; they implement their objectives through influencing or working with management and by providing training programs. Training is significantly worse in small enterprises, although a higher proportion of older workers are employed. (Fourteen tables and 36 references are appended.) (YLB)

ED 326 643   CE 056 374

Sharma, Motilal
Poverty Alleviation: Insights and Strategies.
PUB DATE- 17 Oct 90
NOTE- 15p.; Paper presented at the Club Filipino Civic Forum (Metro Manila, Philippines, October 17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Developing Nations; Economically Disadvantaged; *Economic Development; Economic Factors; Foreign Countries; *Labor Force Development; *Poverty; *Poverty Programs
IDENTIFIERS- Bangladesh; *Empowerment; *Philippines

The development theory for progress in the countries of the Third World must be based on the aspirations of the common people; the majority poor. The poor cannot simply be provided with resources; they must also be psychologically, socially, and economically empowered. The most important conflict in poor countries is between urban and rural sectors. Governments need to consider such policy options as more efficient reallocation of resources to rural areas and provision of more social services for rural poor. An appropriate strategy is a balanced and purposeful use of human resource development and information systems. An example of a poverty alleviation project is Bangladesh's Upazila Resource Development and Employment Project (URDEP). The basic URDEP concept is to organize family groups; raise their consciousness about their situation and environment; train them to organize with other families; and select livelihoods or trades to be financed through small loans. An extension of such a micro-type project by and for the poor is the maximum use of technology for the most remote villages. One suggestion for intervention to help the poor in the Philippines is the establishment of a People's Foundation, the main task of which would be to spearhead poverty alleviation projects based on guided self-reliance. (17 references) (YLB)

ED 326 689 CE 056 516

The Core Skills Initiative.
Further Education Unit, London (England).
PUB DATE- Dec 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Core Curriculum; Foreign Countries; Interdisciplinary Approach; Job Skills; *Minimum Competencies; Postsecondary Education; Relevance (Education); Vocational Education; Youth Programs
IDENTIFIERS- England

A British initiative that aims to identify, develop, and assess core skills in post-16 courses and qualifications is summarized in this bulletin. The first section discusses expectations regarding what core skills can achieve. The following section focuses on other purposes to which core skills could contribute, such as broadening the post-16 curriculum, creating opportunities for credit transfer, establishing continuity with the National Curriculum, and bridging the "academic-vocational divide." It also argues that although the current initiative alone cannot fully achieve all these purposes, it will provide a basis for them. The next section summarizes recent national developments from February 1989 through November 1990. Further Education Unit (FEU) activities in the area of core skills are then described. They include: recording of achievement; definitions, levels, and frameworks; and the important issues to be explored if the core skills initiative is to be successful. highlights what the initiative has achieved so far, predicts future developments, and comments on FEU's role. (YLB)

ED 326 720 CE 056 573

Massuda, Rachel; Fink, Edwin
Composite Technology Personnel Development. Final Report.
Delaware County Community Coll., Media, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
  Bureau of Vocational and Adult Education.
PUB DATE- 30 Jun 88
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Technology; *College Faculty; *Curriculum
  Development; *Faculty Development; *Material Development;
  Plastics; Program Development; Program Implementation; *Technical
  Education; Two Year Colleges
IDENTIFIERS- *Delaware County Community College PA

A project was conducted at Delaware County Community College, Media, Pennsylvania, to train two instructional staff members in the area of composite materials technology. A 1-year training program was set up for the two technical instructional specialists at the Boeing Helicopter Training Center, Eddystone, Pennsylvania. The program consisted of 580 hours of comprehensive classroom and laboratory training dealing with the selection, fabrication, testing, and use of graphite composite materials. Emphasis was on the Boeing/Bell V-22 aircraft. During the training, the specialists recorded, collected, and collated information on general composites, as well as a variety of materials related to the teaching methodology to be used. The instructional specialists also participated in visits and discussions with a variety of manufacturers of plastic and composite items. After the training, the specialists developed core courses in composite materials technology and structured a complete curriculum around those courses. The curriculum allows for a 2-year associate degree program, a 1-year certificate of proficiency program, and a certificate of competency program to be conducted in conjunction with company training programs. Ten attachments include the resumes of the two instructors, and listings of course outlines, professional organizations, and books acquired. (KC)

Johansen, Kjeld

Diagnosing Dyslexia: The Screening of Auditory Laterality.

PUB DATE- Jan 91
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Auditory Discrimination; *Auditory Evaluation; Brain Hemisphere Functions; Correlation; *Dyslexia; Foreign Countries; Lateral Dominance; *Reading Diagnosis; Reading Difficulties; Reading Research; Sex Differences
IDENTIFIERS- Denmark

A study investigated whether a correlation exists between the degree and nature of left-brain laterality and specific reading and spelling difficulties. Subjects, 50 normal readers and 50 reading disabled persons native to the island of Bornholm, had their auditory laterality screened using pure-tone audiometry and dichotic listening. Results indicated the existence of a significant correlation between the degree and nature of left-sided laterality and reading/spelling difficulties. Results also indicated that auditory laterality for men with reading and spelling difficulties differs from auditory laterality for women with reading and spelling difficulties. (RS)

ED 326 894 CS 212 609

Croft, Cedric
Teachers Manual for "Spell-Write: An Aid to Writing, Spelling and Word Study." Studies in Education No. 34.
New Zealand Council for Educational Research, Wellington.
PUB DATE- 83
NOTE- 33p.; For student text, see CS 212 608.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Foreign Countries; *Spelling; *Spelling Instruction; Vocabulary Development; *Word Study Skills; *Writing Instruction
IDENTIFIERS- New Zealand; Spelling and Writing Patterns; Spelling Patterns

This booklet is the teachers manual for "Spell-Write," a text to aid learners in writing, spelling, and word study, and is intended to function effectively in a variety of classroom spelling and word study programs. The booklet has four main sections. An introduction discusses briefly the alphabetical spelling lists, the background to the development of "Spell-Write," and its structure. The next section, "The Concept of Spelling," examines what spelling is, spelling and writing, how predictable English spelling is, the role of meaning, generalizations in spelling, the development of spelling skills, word use in children's writing, spelling errors in children's writing, and published spelling lists. The third section, "Classroom Spelling Programmes," discusses how spelling programs can be organized, personal spelling lists, word study and vocabulary extension, and studying and mastering the core vocabulary of written English. The fourth section, "Evaluating Progress in Spelling," deals with evaluation and measurement, measuring spelling as an aspect of writing, measuring spelling in relation to peers, measuring spelling of individual words identified for study, and measuring spelling weaknesses before starting remedial instruction. Eighteen references are attached, and appendixes contain the New Zealand Council for Educational Research (NZCER) Survey of Writing, a list of eight speeling tests, a list of nine useful books, and acknowledgements. (SR)

ED 326 979 EA 022 543

Earthquake Safety: Activities for Children.
Federal Emergency Management Agency, Washington, D.C.; National Science Teachers Association, Washington, D.C.
PUB DATE- Mar 90
NOTE- 63p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Class Activities; Drills (Practice); *Earthquakes; Elementary Secondary Education; *Emergency Programs; Natural Disasters; *Safety Education; *School Safety

Lessons on earthquake safety involving planning, preparation, and practice are presented in this booklet for teachers. Included are classroom activities designed for K-6 students, teaching notes, "Learning Links" that summarize interdisciplinary connections, a set of 15 masters for reproducing transparencies, handouts, and worksheets. Part 1 shows students how to recognize an earthquake and take immediate positive action. Part 2 teaches students to identify and eliminate hazards in the classroom and home. The third part presents information on creating class-devised emergency kits and offers strategies for students to share their knowledge of earthquake preparedness. Part 4 describes an earthquake simulation and drill, and stresses the importance of discussion and problem-solving sessions and developing student self-competence. (7 references) (LMI)

Educating the Disabled: Report of a Regional Planning Seminar and Workshop on Special Education (Coimbatore, India, August 12-24, 1985).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 87
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cooperative Programs; *Disabilities; *Educational Policy; Elementary Secondary Education; Foreign Countries; International Cooperation; International Educational Exchange; *Program Development; Rehabilitation; *Special Education; *Teacher Education; *Visual Impairments
IDENTIFIERS- Asia; *UNESCO

The document reports on a regional (Asia and the Pacific) seminar and workshop held in August 1985, addressing the education of disabled persons. Nations represented included India, Indonesia, the Philippines, Thailand, and Vietnam. The seminar considered planning measures in support of implementing education services to the disabled and exchanging experiences, problems, and solutions concerning program implementation. The workshop attempted to develop criteria for the structure and material selection of a handbook on training teachers for the mainstreaming of visually disabled students and to develop prototype components of the handbook. After an introductory chapter, chapters address: the planning of educational services; planning for implementation--educational services for the visually disabled; development of an exemplar guide book structure for training teachers of the visually disabled; and seminar and workshop recommendations and suggestions. Recommendations include 14 addressed to member countries (e.g., formulation of definite policies to effect mass educational services to the disabled) and 8 recommendations addressed to international agencies. Appendixes include the agenda, a list of participants, the inaugural address of the seminar, and the inaugural address of the workshop. (DB)

ED 326 630 CE 056 356

Rojewski, Jay W.

Issues in Vocational Education for Special Populations in Rural Areas. TASPP Brief.

National Center for Research in Vocational Education, Berkeley, CA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Oct 90

NOTE- 7p.; Product of the Technical Assistance for Special Populations Program, University of Illinois at Urbana-Champaign Site.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Information Analyses/State-of-the ART Materials (070)

DESCRIPTORS- *Access to Education; Change Strategies; Community Resources; Cooperative Programs; Delivery Systems; Economic Development; Educational Change; Educational Improvement; *Education Work Relationship; Entrepreneurship; Institutional Cooperation; Postsecondary Education; *Rural Development; *Rural Education; School Business Relationship; Secondary Education; *Special Needs Students; *Vocational Education

Students with special needs living in rural areas face a difficult challenge as they prepare for employment and adult life. Access to vocational education in rural areas may be limited by isolation, problems in teacher recruitment and retention, curriculum and instructional deficiencies, and weak financial support. In addition, program relevance and student outcomes are negatively influenced by outdated program offerings, lack of quality, limited relevance to the local job market and industry needs, lack of local job experience opportunities, and lack of recognition by rural educators of vocational education's role in decreasing both the likelihood and impact of worker layoffs or job displacements. Vocational education can play a key role in the economic growth of rural areas. The school can act as an agency of rural economic development; skill-specific vocational education can prepare students with special needs for the job market. If skill-specific vocational education is reduced, vocational educators must encourage special-needs rural students to pursue further education. Vocational education in rural areas can be improved by strategies placing an emphasis on support services personnel, guidance and counseling, involvement of a variety of public and private service providers, more effective use of existing community resources, and modification of existing employment opportunities to address rural conditions. Improvements can also be made by forming cooperative programs, taking administrative action, using mobile facilities, using electronic technology, forming school-business partnerships, and training for entrepreneurship. (28 references) (KC)

ED 326 659 CE 056 418

Fellenz, Robert A., Ed.; Conti, Gary J., Ed.
Intelligence and Adult Learning.
Montana State Univ., Bozeman. Center for Adult Learning Research.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Mar 90
NOTE- 47p.; Papers from an Institute sponsored by the Center for Adult Learning Research (Bozeman, MT, August 1988). For related documents, see CE 056 416-419.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; Aging (Individuals); *Cognitive Style; Intellectual Development; *Intelligence; *Learning Strategies; *Problem Solving

"Understanding Adult Intelligence" (Robert Sternberg) focuses on the nature of intelligence. It explains Sternberg's triarchic theory, in which he posits three main aspects of intelligence: its relation to the internal or mental world of the learner, its relation to experience, and its relation to the surrounding world. "Strategies and Learning" (Claire Weinstein) presents a brief overview of the kinds of learning strategies that have been identified that differentiate between more and less successful learners. A brief introduction is also given to an instrument used in a learning-to-learn course that helps to give some assessment of where students are in this area. "Reaction to Presentations: A Panel of Adult Education Professors" (Huey Long et al.) offers comments in an attempt to give focus to further discussions of intelligence and learning strategies. "Real Life vs. Academic Problem Solving" (Robert Sternberg) discusses the difference between everyday problems and academic or test-taking problems. The differences are that academic problems are prerecognized, predefined, and well-structured; most school problems have one right answer; academic problems provide relevant information; in school settings, there is clear feedback; and schools emphasize individual problem solving. (YLB)

ED 326 674 CE 056 453

Critical Issues in BOE and Their Impact on Connecticut Business Education Programs--Curriculum Update. Final Report.
RESCUE, Litchfield, CT.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 30 Jun 88
NOTE- 54p.; For a related document, see ED 290 832.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Bookkeeping; *Business Education; Competence; *Competency Based Education; *Course Content; Curriculum; *Curriculum Development; Educational Needs; Keyboarding (Data Entry); Mathematics Instruction; Office Management; *Office Occupations Education; Office Practice; Secondary Education; *State Curriculum Guides; Word Processing
IDENTIFIERS- *Connecticut

The Connecticut Business and Office Education (BOE) curriculum was revised in light of critical issues in BOE. The issues were studied prior to revision, and the following recommendations were made: (1) requiring a minimum of one semester of electronic keyboarding and word processing; (2) placing equal emphasis on management, logical thinking skills and communication skills; (3) continuing to emphasize specific occupational skills while integrating decision making and other skills; and (4) serving all students--those going directly to work as well as those going on to higher education. Using these recommendations, a philosophy for business education was developed and articulated, and objectives for general education and vocational education were set. A curriculum was developed for business communications, business law, business mathematics, bookkeeping, economics, general business, information and word processing, notetaking, and office systems and procedures. (Each curriculum synopsis provided in this report includes title, suggested grade level, introduction, competencies, modules of content for basic and advanced levels, media and software suggestions, and textbook recommendations.) (KC)

ED 326 704 CE 056 540

King, Kenneth

The Impact of Structural Adjustment on Technical and Vocational Education and Training Systems. Training Discussion Paper No. 64.

International Labour Office, Geneva (Switzerland).
PUB DATE- Sep 90
NOTE- 21p.; Edited by the Training Policies Branch of the International Labour Office.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) E
DESCRIPTORS- *Developing Nations; *Economic Change; Economic Development; *Educational Change; Elementary Secondary Education; *Entrepreneurship; Financial Support; Foreign Countries; Job Training; *Small Businesses; *Vocational Education

The World Conference on Education for All may be the centerpiece of the international concern about structural adjustment and may put back onto the agenda concerns about the provision of good quality basic education. Although international support will not be suddenly withdrawn from traditional vocational training schemes as a result of the conference and its follow-up, a much greater proportion of the available international aid could go to support basic education and life skills or coping skills. In many countries, the local response to the recent crisis has been a vocationalization, or an intensification of interest in forms of vocational education and training. Since the formal sector of employment cannot continue to grow at a rate to absorb young people leaving school, countries are altering educational systems to prepare individuals for the informal sector. In some countries, new strategies for small enterprise development have been born out of the creative potential of the crisis of restructuring and adjustment. Internal labor force agendas are converging with external ones. New-style technical and vocational education and training is predicated upon the public acknowledgement of the potential of the informal and small enterprise economy. (20 endnotes) (YLB)

ED 326 736 CE 056 606

Trade and Industrial Education. Alabama Course of Study. Bulletin 1990, No. 57.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 90
NOTE- 115p.; For other course of study documents, see CE 056 600-605.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; Auto Body Repairers; Auto Mechanics; Building Trades; Carpentry; Commercial Art; Computer Science; Cooperative Education; *Core Curriculum; Cosmetology; *Course Content; Drafting; Electricity; Electronics; Entry Workers; Graphic Arts; Heating; Job Skills; Maintenance; Metal Working; Secondary Education; Small Engine Mechanics; State Curriculum Guides; Student Organizations; *Trade and Industrial Education; *Vocational Education; Welding
IDENTIFIERS- *Alabama

This course of study provides a framework for the content of a program in trade and industrial education as part of the Alabama vocational education program. The course of study was designed to assist educators in developing and maintaining high quality vocational programs and to ensure uniformity of vocational programs. Following a description of the framework for trade and industrial education, the guide lists topics and required student outcomes for core courses in the trade and industrial program: automotive body repair, automotive technology, building construction, cabinetmaking and millwork, carpentry, commercial art, computer electronics, cosmetology/barbering, diesel technology, electricity, electronics, graphic arts, heating, air conditioning and refrigeration, maintenance technology, major appliance repair, masonry, plumbing, precision machining, sheet metal, small engine repair, technical drafting, upholstery, and welding. Notes on cooperative education and vocational student organizations complete the guide. (KC)

ED 326 863 CS 010 364

Jacobs, Roseanne
The Effect of Class Sizes of 1:15, 1:25, and 1:25 Plus Full-Time Aide on Kindergarten Reading Readiness Achievement.
PUB DATE- Dec 87
NOTE- 186p.; Ed.D. Dissertation, Tennessee State University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Analysis of Variance; *Class Size; *Kindergarten; Minimum Competency Testing; Primary Education; Racial Differences; Reading Achievement; *Reading Readiness; Reading Research; Sex Differences; Socioeconomic Status; *Teacher Student Ratio; Urban Education
IDENTIFIERS- Project STAR; Tennessee

A study investigated the effect of kindergarten class size on reading readiness achievement. Subjects, 2,837 kindergarten students in 38 elementary schools that serve rural, urban, suburban, and inner-city schools, participated in the first year of Project STAR (Student Teacher Academic Ratio) in 1985-86. The subjects' 140 kindergarten teachers reported data indicating mastery or non-mastery of the 25 reading readiness objectives of the Tennessee Basic Skills First program. Data were analyzed using a five-way analysis of variance and a crosstabulation procedure with a chi-square test of significance. Results indicated that: (1) small class size is significantly related to reading achievement in the total 25 tested Basic Skills and the subcategory of 20 comprehension skills; (2) the 1:15 class mastered one more objective than the 1:25 class and 0.6 more of an objective than the 1:25 plus a full-time aide class; (3) no significant relationship was found between classes of 1:15, 1:25, or 1:25 plus a full-time aide and the mastery of the five word identification skills; (4) the 1:25 class was found to be least effective in achieving reading readiness; (5) students in classes of 1:15 who attended 90 percent of the time showed the greatest gain; and (6) the lowest mean scores were received by males, blacks, free/reduced lunch, and inner city students in the 1:25 class, and the highest scores for this group were in the 1:15 class. Recommendations include mandatory kindergarten with a teacher/pupil ration of 1:15. (Twenty-three tables and 58 figures of data are included; 95 references, House Bill No. 544, the Tested Basic Skills Individual and Group Records, and 25 tables of data are attached.) (RS)

ED 326 910 CS 507 353

Stevens, Matthew D.; Hellweg, Susan A.

Toward a Standard of Communication Training Effectiveness Evaluation.

PUB DATE- Nov 90
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; *Evaluation Methods; Evaluation Needs; Institutional Cooperation; Speech Communication; Training; *Training Methods
IDENTIFIERS- Applied Communication; Research Priorities; *Training Effectiveness

Communication training efforts in American business have increased steadily for the past several years. While this increase may be viewed as positive from several vantage points, it has not been matched by an increase in any systematic application of evaluation measures. Effective evaluation should take place at various levels. D. L. Kirkpatrick (1979) broke down evaluation efforts into the following four categories: reaction, learning, behavior, and results. From a survey of the literature, it is apparent that the most frequently used methods of evaluation currently are: (1) surveys to measure reaction and perceptions of results; (2) interviews to measure reaction, learning, knowledge of behavior, and perceptions of results; (3) tests to measure learning and behavior knowledge; (4) simulations and role plays to measure behavioral abilities; and (5) analysis of organization documents to assess results. To achieve acceptable standards of communication training evaluation, there must be more consolidated efforts between academicians and practitioners. Efforts directed toward developing and disseminating standardized guidelines of evaluation are greatly needed and should be a high priority for applied communication researchers. Further research specific to the communication training domain is needed to determine a time frame for evaluation so that researchers may be able to compare findings across organizational settings when identical instruments are used. Also, further testing of S. DeWine's Training Impact Questionnaire is needed to substantiate the instrument's validity. (Thirty-nine references are attached.) (MG)

ED 326 962 EA 022 514

Veir, Carole A.

Perspectives on the Future: Identifying Potential Leaders through Pre-Admittance Assessment.

PUB DATE- Oct 90

NOTE- 20p.; Paper presented at the Annual Meeting of the University Council of Educational Administrators (Pittsburgh, PA, October 26-28, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Education; *Admission (School); *Admission Criteria; Educational Administration; Elementary Secondary Education; Evaluation Criteria; Graduate Students; *Graduate Study; Higher Education; Leadership Qualities; Management Development; Predictive Measurement; Screening Tests; *Selective Admission; Student Evaluation

IDENTIFIERS- *University of Texas Austin

The Leadership Assessment Center process of selecting students for the Educational Administration Leadership Program at the University of Texas at Austin is described in this report. The process, involving an oral presentation, interview, standardized test of logical thinking, writing analysis, knowledge assessment, and leadership style assessment, is applicable to other program planning and career development programs. Data analysis of 180 students produced predictors of admission. Program strengths include minimal expense, a strong field orientation, minimal observer training, utilization of student information for identification of leadership success potential, and usefulness as a valid indicator of department effectiveness. Program outcomes are higher student placement rates and an increase in minority students. (LMI)

ED 326 999　　　　EA 022 587

Toepfer, Conrad F., Jr.

Middle Level School Grades and Program Development. Schools in the Middle: A Report on Trends and Practices.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- Apr 90

NOTE- 5p.; Colored print in section headings, on gray paper, may not film adequately. For related documents, see EA 022 586-588.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) P

DESCRIPTORS- Adolescents; *Instructional Program Divisions; Intermediate Grades; Junior High Schools; *Middle Schools; School Effectiveness; School Organization

Given that the physical, emotional, and social metamorphosis of today's early adolescents differs chronologically from that of adolescents a century ago, school districts must identify the middle level school grade configuration that will best accommodate local student developmental needs. Educators must first identify the age at which local students are ready to enter the instructional and organizational environment of the middle school, paying particular attention to the needs of fifth-graders. Second, educators must determine how to deal with school building and classroom space needs, avoiding, where possible, the creation of a two-grade middle level school that offers students a fragmented educational experience. To avoid sacrificing middle level educational needs to high school program priorities in a 6-12 or 7-12 structure, educators should provide separate bell schedules, faculty, and budget categories for the middle level program and staff development based on the separate needs of the middle level and high school staff. In any setting, teachers should be involved in the planning and reorganization of the middle level school curriculum and programs. Finally, team planning and team teaching may help the students' transition into the middle level setting and reduce isolated learning of subject content. (13 references) (CLA)

(JDD)

ED 327 030 EC 232 680

Hrnjica, Sulejman
A Case Study on Special Education in Yugoslavia.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Delivery Systems; *Disabilities; Educational Administration; Educational Finance; Educational Legislation; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Parent Participation; Preschool Education; *Special Education; Voluntary Agencies
IDENTIFIERS- *Yugoslavia

This case study was prepared in conjunction with a Unesco survey of its member states concerning educational services for individuals with handicaps. The report discusses Yugoslavia's special education policy, legislation, administration and organization, special educational provision, finance, research and development, voluntary organizations, parents, and issues. Education of handicapped children and youth in Yugoslavia is conceived as a part of a single educational system based on the assumptions that: (1) education must as far as possible be adapted to each individual's potentialities and limitations; (2) handicapped children and youth must be offered some form of education as early as possible; (3) handicapped children and youth must participate in appropriate educational activities; and (4) educational aims are the same for both handicapped and non-handicapped students. While the report notes that facilities provided to ensure a normal life for the handicapped are inadequate, improvements in the field of special education are outlined. (JDD)

ED 327 046 EC 232 698

Shucard, Sharon B.; Hillman, Stephen B.

Feedback and Goal Conditions: Effects on Attributions of Gifted Adolescents.

PUB DATE- Aug 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Attribution Theory; Cognitive Style; Competition; Difficulty Level; Elementary Secondary Education; *Gifted; Goal Orientation; Locus of Control; Self Efficacy; *Self Evaluation (Individuals); *Sex Differences; Student Motivation; Success

This study investigated the cognitive styles, attributions, and self-evaluations of 40 gifted girls and 40 gifted boys, grades 6 through 8. Informational attributional ratings for task difficulty, luck, ability, and effort were studied in the context of: (1) an individual non-competitive goal structure; (2) a competitive goal structure; (3) success-failure feedback conditions; and (4) gender. Efficacy, satisfaction, reward, and anxiety were also assessed. Subjects performed a task under two conditions, non-competitive and competitive with the results manipulated for success/failure outcome. Subjects were randomly assigned to one of four groups: success followed by success, success followed by failure, failure followed by success, and failure followed by failure. Results revealed that outcome was a critical factor for most variables. Boys approached both tasks with more optimism and regarded the task as more difficult. The competitive condition elicited a diminished perception of ability for girls. Main effects for sex were obtained for efficacy, luck, difficulty and skill. Goal structure influenced some ratings. Unexpectedly, anxiety and effort ratings were non-significant for sex or success-failure outcomes. A task-focused mastery-oriented approach was common in which high effort was maintained in the face of failure. Contains 20 references. (DB)

ED 326 829 CG 023 040

Bowen, Ann; Newlon, Betty J.

Intervention in Child Sexual Abuse: An Analysis of Professional Activities.

PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; Child Welfare; *Counselor Attitudes; Counselors; Criminals; *Daughters; *Employee Attitudes; *Fathers; Human Services; *Incest; *Intervention; Labeling (of Persons); Mental Health; Parent Child Relationship; Police; Preadolescents

This study explored the similarities and differences in professional attitudes toward intervention in incest cases. The sample consisted of 35 men and women employed at one of the following: a counseling agency, child protective services, sheriff's department, and police department in a Southwest community. Demographic data were collected, including age, sex, marital status, parental status, education, and number of child sexual abuse cases encountered. Subjects responded to each of four case vignettes, three of which involved specific cases of father-daughter or stepfather-daughter incest and one that asked subjects to respond to incest in general. Subjects responded by answering 10 intervention statements on a Likert-type scale. The results showed significant differences in attitudes regarding mental health therapy as an intervention and in attitudes regarding the father as mentally disturbed versus a criminal. Sheriff detectives were found to be the most punitive of all groups; sheriff and police detectives were more apt to view the offender as a criminal rather than mentally disturbed. Counselors and child protective services workers agreed more strongly than did police and sheriff detectives on mental health therapy for the father, daughter, and family. (Author/NB)

ED 326 926 EA 022 393

Leading & Learning: A Portfolio of Change in Vermont Schools.
Governor's Institutes of Vermont, Stowe.
PUB DATE- Sep 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Extended Teacher Education Programs; *Professional Development; School Restructuring; *Teacher Education
IDENTIFIERS- *Vermont

The Governor's Institutes of Vermont are summer programs for Vermont high school students with strong personal motivation and interest in Art, International Affairs, and Science and Technology. In summer of 1990, a new program, based on the concept that teachers teach better when they are learners as well as leaders and called the "Lead Learners" program, placed teachers, as students, in each of the three institutes so that they could learn to be more effective agents of change and could also bring to their home schools some of the strategies learned at the institutes. Proceedings of a Lead Learner conference on performance-based course design and assessment are summarized in this report. Articles by contributing participants include information on school restructuring, classroom strategies, Soviet-American student interaction, and the creative process. The articles also provide examples of three innovative schools and two successful projects. A scoring guide for oral presentations is included. (LMI)

ED 326 944 EA 022 493

McDermott, Kathleen R.
What Is the Role of the Administrator As an Evaluator of
Instruction?
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Evaluation Methods; Teacher Effectiveness; *Teacher Evaluation; *Teacher Supervision

The role of the administrator as an evaluator of instruction is examined in this paper. Included are a definition of terms and discussions of the historical development and purposes of instructional evaluation. Evaluation methods such as observation, clinical supervision, evaluation instruments, self-evaluation, and student achievement scores are examined next, as well as the role of the administrator. A conclusion is that total instructional evaluation assesses the teaching process and student learning outcomes and involves subjective judgment. The principal is most often responsible for evaluating instruction, which creates dual roles of supervision and teacher support. (22 references) (LMI)

ED 326 644 CE 056 376

Romero, James R.

Bafa Bafa--A Cross-Culture Simulation.

PUB DATE- 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Salt Lake City, UT, October 28-November 3, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; Cultural Differences; Cultural Education; *Culture; Culture Contact; *Intercultural Communication; Minority Groups; Nonformal Education; Outcomes of Education; Postsecondary Education; Secondary Education; *Simulation

Bafa Bafa is a cross-culture simulation exercise developed by R. Garry Shirts. It is designed for administrators, faculty, and students who are in situations that require an experiential understanding of another culture. After participants are given a brief orientation to the exercise, they are divided into two groups or "cultures." They are then introduced to the values, rules, expectations, and customs of their new culture. Observers are exchanged between the two cultures. After a fixed time, the observers return to their respective groups and report on what they saw. Each group tries to develop hypotheses about the most effective way to interact with the other culture. After the exercise, the participants discuss and analyze the experience and generalize it to other groups in the real world. Benefits include enhancing teaching and learning in a culturally diverse classroom, dealing with racial and ethnic conflict, and developing an understanding of the needs of different racial and ethnic groups. (This paper contains directions for creating the Bafa Bafa simulation. It also reports some learning outcomes from it, such as the negative feelings people often have for other cultures and the need for both study and experience in order to understand the nuances of culture.) (KC)

ED 326 690 CE 056 517

Individuality in Learning. A Summary Bulletin.
Further Education Unit, London (England).
PUB DATE- Nov 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Faculty Development; Foreign Countries; *Individualism; Inservice Teacher Education; *Learning; *Personal Autonomy; Postsecondary Education; *Teacher Improvement
IDENTIFIERS- England

A staff development program based on Hazel Francis' theory of individuality in learning is summarized in this bulletin. The first section provides a brief account of the principles about how individuals learn. Characteristics of the learner and characteristics of learning are outlined. In the next section, the interlinked roles of teacher and learner in the learning process are considered. The following section describes the staff development program, which aimed to help teachers become more effective learners in the classroom in order to improve their teaching for the benefit of learners. The following outcomes are cited: participants' improved ability to analyze and interpret learning and to learn from themselves and their ability to confront curriculum and institutional development issues in a more positive and convincing way. Successful management of errors or mistakes is also discussed. Suggestions for replication of the program follow. A final section describes a case study of one of the participants in the staff development program who planned a series of experimental learning cycles centered on teaching a student how to develop a film. (YLB)

Tomlinson-Keasey, Carol A.; Blurton, Elizabeth J.
Similarities and Differences between Contemporary Women and Terman's Gifted Women.
SPONS. AGENCY- California Univ., Riverside.; Spencer Foundation, Chicago, Ill.
PUB DATE- 11 Aug 90
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Achievement; Adults; Comparative Analysis; *Educational Attainment; *Employment Level; *Females; *Gifted; *Life Satisfaction
IDENTIFIERS- *Terman (Lewis M)

The Terman longitudinal data set examined a variety of variables that shaped the personal and professional achievements of 672 gifted women. While the variables identified in this 60-year study started by Lewis Terman in 1921 are provocative, one must ask whether the predictors identified as meaningful for the Terman women would apply to a group of contemporary women. This study compared responses of 485 contemporary women with the responses of the Terman women to a host of questions covering their aspirations, educational and occupational achievement, satisfaction with life, personal adjustment, and their childhood families. Of the contemporary women, 306 were identified as gifted and 179 were identified as being of normal intelligence. Comparisons were made between the Terman gifted women and the contemporary gifted women, between the gifted contemporary women and the normal contemporary women, and between the Terman women who attended college in the 1930s and contemporary women who attended college in the 1960s. Contemporary women, not surprisingly, had surpassed the Terman women in educational and occupational achievements. Despite these clear gains, the contemporary women reported significantly lower levels of satisfaction in all spheres of their lives. (Author/NB)

ED 326 768 CG 022 976

Carter, Nancy C.; And Others

Hurricane Hugo: Emergency Preparedness Planning and Response for Mental Health Services.

PUB DATE- Aug 90

NOTE- 44p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Crisis Intervention; *Emergency Programs; Intervention; *Mental Health Programs; *Natural Disasters; Outreach Programs; Psychiatric Services; Rehabilitation; *Rescue; *State Action; State Aid; Statewide Planning; Weather

IDENTIFIERS- *Hurricane Hugo; South Carolina; South Carolina State Department of Mental Health

This report describes how, in the aftermath of Hurricane Hugo, the South Carolina Department of Mental Health activated its Emergency Preparedness Plan to assist mental health centers and their staff in providing crisis counseling services to the general public. The first section explains the history and structure of the involvement by the Department in emergency preparedness planning since the late 1970s, and discusses the primary role of mental health personnel in providing crisis counseling services to victims of disasters. The second section describes the procedures following the initial hurricane alert, and the dissemination of instructions and plans to mental health center directors and staff throughout the state. The third section describes the mobilization procedures after the hurricane struck Charleston on September 22, 1989. The next three sections provide anecdotal examples of the interventions that clinical teams, known as Go Teams, performed during the response and recovery phases of Hurricane Hugo as well as measures taken to help with long term recovery. The final section, "Looking at Hurricane Hugo from Inside Out," discusses and evaluates the experience and the emergency services from the local perspective of the Charleston Area Mental Health Center. The document concludes by listing 20 "lessons learned" from the catastrophe, the mobilization services, and the aftermath. (TE)

ED 326 782 CG 022 992

Kizielewicz, Nancy

A Study of Mothers and Adolescent Daughters in African American Families.

SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.

PUB DATE- 88

NOTE- 51p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adolescents; *Black Mothers; Comparative Analysis; *Daughters; Family Relationship; Kinship; Parent Aspiration; Parent Attitudes; *Parent Child Relationship; Parent Role; Sociocultural Patterns; Socioeconomic Status

IDENTIFIERS- *African Americans

This study examined characteristics of the relationship between mothers and adolescent daughters in 24 African American families--12 middle class and 12 working class--and compared these findings to similar past research done on white middle class mother-daughter dyads. Specific questions addressed in this study were constructed around recurring mother-daughter themes regarding communication, conflict, and the expression of affection. Interviews were conducted separately with mothers and daughters, and focused on five areas of the mother-daughter relationship: (1) time spent together; (2) definition and implication of roles; (3) the communication process; (4) expectations for self and other; and (5) feelings about the relationship and about each other. Based on the interviews, mothers and daughters were each classified into four mutually exclusive types based on the predominant theme in the ideas and beliefs expressed in the interview. Findings revealed a consistent relationship between orientation and the nature of mother-daughter interactions within identified classifications, further ordered with respect to social class. (References are included, and interview protocols are appended.) (TE)

ED 326 798 CG 023 008

de Rosenroll, David A.
A Peer Helpers Code of Behavior.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior; *Counselor Training; Foreign Countries; *Helping Relationship; *Peer Counseling; Standards
IDENTIFIERS- *Behavior Codes; Canada

This document presents a guide for developing a peer helpers code of behavior. The first section discusses issues relevant to the trainers. These issues include whether to give a model directly to the group or whether to engender "ownership" of the code by the group; timing of introduction of the code; and addressing the issue of consequences for breaching the code. The remainder of the document presents six exercises. The purposes of these exercises are to allow members to reflect on and discuss a variety of helping behaviors; to enable individual group members to create and discuss their own codes of behavior; and to establish and agree to a peer counseling code of behavior. Exercises are included on these topics: (1) finishing the preceding day's activities; (2) defining self images; (3) recalling someone who made members feel special about themselves; (4) creating a friendship coat-of-arms; (5) creating a code of friendship; and (6) a tug-of-war with analysis of members' feelings. (ABL)

ED 326 814 CG 023 025

Hager, Drevis L.
The Anti-Empathic Attitude in Clients and Therapists.
PUB DATE- 10 Aug 90
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Counselor Attitudes; *Counselor Client Relationship; *Empathy; Interpersonal Communication; *Psychotherapy

This document notes that it is commonly recognized that empathic attunement is vital if psychotherapy is to be truly therapeutic. It goes on to explain that, in spite of this recognition, therapists and clients alike will frequently demonstrate an anti-empathic attitude that indicates a basic opposition to understanding and being understood. In-session behavioral and experiential manifestations of this phenomenon are discussed, and many of the psychodynamics underlying the desire to avoid or destroy empathic understanding are identified. It is contended that this anti-empathic attitude occurs in many psychotherapy situations and accounts for the majority of psychotherapeutic failures. The first section of the paper deals with the patient's anti-empathic attitude, looking at in-session indicators that can help the therapist to identify when a client is resisting empathic connection, and discussing the underlying issues of self-esteem motives, guilt and self-punishment motives, and self-protective motives. Two case examples are included. A section on the therapist's anti-empathic attitude also examines in-session signs and underlying issues. Two case examples are given that demonstrate the therapist's unwillingness to provide a completed empathic circuit. Implications for interventions are discussed, and it is concluded that, when an anti-empathic attitude arises, it is the therapist's responsibility to recognize that the attitude exists and to intervene so as to repair the damaged empathic circuit. (NB)

ED 326 846   CS 010 345

Hinnenkamp, Barbara

Reading and Writing with a Special Needs Student: A Case Study.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

PUB DATE- Jan 91

NOTE- 9p.; Printed on colored paper.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Classroom Research; Elementary Education; Language Skills; Learning Activities; *Learning Disabilities; Reading Improvement; *Reading Instruction; Reading Writing Relationship; *Whole Language Approach; *Writing Instruction

IDENTIFIERS- Special Needs Children

In the 1988-89 school year, a teacher introduced whole language learning to teach reading and writing in her classroom while documenting and then evaluating its effect on a 12-year-old special needs student named Debbie. According to formal testing, Debbie was functioning in the moderately handicapped range of ability, and her speech and language skills were commensurate with her ability. Debbie participated in a variety of reading and writing activities throughout the year, including: individual reading class, group reading activities, independent reading, group writing activities, independent writing, group spelling class and four thematic units of study. Four data collection procedures were used to document changes in Debbie's reading and writing over the school year: 2 reading miscue inventories, 14 running records of her reading, samples of Debbie's writing throughout the year, and a retelling of stories before and after the thematic unit. Comparative results indicated that Debbie did change and grow as a reader and writer, a fact that clearly demonstrated the effectiveness of whole language learning to promote language learning and literacy growth of special needs students. (MG)

Bishop, Wendy
Released into Language: Options for Teaching Creative Writing.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- 90
NOTE- 251p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; English Curriculum; Higher Education; Student Writing Models; Teaching Methods; Undergraduate Study; Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Workshops

After a brief review of the history of college writing instruction, this book examines the undergraduate creative writing workshop. The book attempts to reweave the currently separate strands of college-level creative writing instruction and composition instruction in the belief that developments in these perhaps artificially separated areas can and should enrich each other. In design, the book should serve the students in the creative writing workshops to the extent that it asks their teachers to consider new ways of approaching their academic subject. Chapters in the book include: (1) "Writers in Motion"; (2) "Writers and Researchers on Writing"; (3) "Options in Design"; (4) "Generating Writing"; (5) "Ten Inventions and Variations"; (6) "Collaborative Composing and Imitations"; (7) "Responding and Revising"; and (8) "Evaluating and Responding." (A 125-item annotated bibliography and response protocol sheets designed to help students complete creative writing critique sessions are attached.) (RS)

ED 326 980 EA 022 544

Guidebook for Developing a School Earthquake Safety Program.
Federal Emergency Management Agency, Washington, D.C.
PUB DATE- Jan 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Earthquakes; Elementary Secondary Education; *Emergency Programs; Natural Disasters; Planning; Policy Formation; *Safety Education; *School Safety

Information to assist the school community develop and adapt a self-sufficient safety program for its school is presented in this workbook. Steps involved in the planning process are outlined in section 2. Section 3 describes how to estimate potential earthquake impact and how to identify hazards. The fourth section discusses what to expect and avoid during an earthquake, the importance of drills, and protective measures. Section 5 prepares staff to implement first aid, search and rescue, fire control, and other priority actions. The sixth section examines alternative means of communication during disruption of telephone and power services and offers suggestions for parent communication. The last section examines responsibilities of staff in the aftermath of the disaster, with a focus on short-term and extended shelter plans. (LMI)

ED 326 616 CE 056 317

Manton, Charles
Training of Older Workers in the United Kingdom. Training Discussion Paper No. 23.
International Labour Office, Geneva (Switzerland).
PUB DATE- Jul 89
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Adult Education; Adult Vocational Education; *Employment Patterns; *Employment Practices; *Employment Programs; Employment Projections; Federal Legislation; Foreign Countries; *Job Training; *Middle Aged Adults; Public Policy; Retirement
IDENTIFIERS- *Older Workers; *United Kingdom

Figures for the United Kingdom show a slight increase in the population aged 55 and over. The number of people at or about retirement age has been slightly declining in the last decade; there is no "bulge" creating increased demands for employment and training. The British government has proposed a new Training for Employment program, which replaces the existing Job Training Scheme, but the 55 and over age group is still not in the priority group. Employers' organizations are mainly interested in changes in the retirement age, not in occupational training. A general and increasing trend is the temporary employment of those with particular skills who have taken early retirement. Some private organizations offer training and education for older people for example, the Centre for Policy on Ageing, Age Concern, and the Pre-Retirement Association of Great Britain. The University of the Third Age is a national network of self-help learning groups. The Niccol Centre provides artistic and recreational activities especially for people over age 55. People over age 55 are, of course, able to enroll in various kinds of adult education institutions, and two of these, the National Extension College and the Open University recently conducted surveys of olders students, the results of which are briefly discussed. (A list of 38 references and 7 tables are appended.) (YLB)

ED 326 675   CE 056 484

Bishop, John H.; Carter, Shani

The Worsening Shortage of College Graduate Workers. Working Paper #90-15.

Pennsylvania Univ., Philadelphia. Center on the Educational Quality of the Workforce.; State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

PUB DATE- 90

NOTE- 54p.; Supported also by funds from the Center for Advanced Human Resource Studies and a New York State Fellowship for Minority Graduate Students.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Adult Education; *College Graduates; Demand Occupations; *Education Work Relationship; Employment Opportunities; *Employment Patterns; *Employment Projections; *Futures (of Society); Higher Education; *Labor Force Development; Labor Needs; Labor Supply; Salary Wage Differentials; Technical Education; Vocational Education

IDENTIFIERS- Bureau of Labor Statistics

U.S. Bureau of Labor Statistics (BLS) projections of occupational employment growth have systematically underpredicted the growth of occupations that require the most education and training. The latest data on occupational growth rates show that the BLS's recent projections of occupational employment growth to the year 2000 probably suffer from the same bias. Based on a regression analysis of trends in occupational shares, forecasts of occupational employment demand imply substantially faster growth of higher level occupations. A comparison of past and projected percentage rates of change in employment in high skill jobs to actual and projected rates of change in the stock of well-educated workers illustrates the supply/demand balance for college graduates. Findings show that, during the 1980s, employment in high skill occupations grew at nearly the same rate as the stock of workers with one or more years of college; employers wished to increase the proportion of workers in these ocupations who had a college education. A shortage developed and the wage premium for college graduates rose to unprecedented levels. Policy implications include the following: (1) the social returns to a college education are extremely high and likely to go higher; (2) continuing inequality in wage premiums will put U.S. corporations at a competitive disadvantage; and (3) public policy must focus on increasing the supply of technically and scientifically trained individuals. (40 endnotes) (YLB)

ED 326 721 CE 056 576

Hoogestraat, Richard; And Others

Training Vocational Educators in the Development and Utilization of Instructional Interactive Laser Disc and Computer Assisted Instruction Materials. Final Report.

Luzerne County Community Coll., Nanticoke, Pa.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

PUB DATE- Jun 88

NOTE- 30p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Instruction; *Inservice Teacher Education; *Instructional Materials; *Interactive Video; Learner Controlled Instruction; *Material Development; Optical Disks; Postsecondary Education; Program Implementation; Videodisks; *Vocational Education Teachers; Workshops

IDENTIFIERS- Pennsylvania

A project was conducted to train Pennsylvania vocational educators to manage, develop, and evaluate interactive video and computer-assisted instruction (CAI). Activities included a day-long workshop that consisted of a general introduction session and small group sessions to provide hands-on experience with interactive video software, an overview of the various components of the production process, and an overview of the role this technology has in addressing individual learner needs and styles. Following the workshop, 25 participants were selected for an intensive training program on the development of interactive video/videodisc and computer-assisted instructional materials. The intensive course involved 75 hours of training during a 6-month period. As a result of the training, participants developed at least six different interactive videodisc programs. Then they assisted their institutions in implementing this technology. The project was considered successful by participants and developers. Products produced by the project included a final report, newsletters and flyers, an interactive videodisc demonstration program, and instructional materials used during the inservice training sessions. (KC)

Approaches to Poetry: The Teaching of English in the Secondary School.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 87
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Writing; *Figurative Language; Foreign Countries; Learning Activities; Lesson Plans; *Poetry; Secondary Education; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- Australia (Tasmania); Writing Development

This booklet, building on the premise that humans have a natural affinity with poetry and from an early age associate rhyme and rhythms with the joys of learning language, develops activities that enhance appreciation, engagement, response, and discrimination. The ideas presented in the booklet have been tried by practicing teachers in their classrooms. The booklet sets out some principles and possibilities with an invitation to teachers to explore these for themselves rather than favoring any one way of working with poetry. Further reading is recommended throughout. Part 1, "Working with Poetry," is a general introduction to ways in which poetry can become part of students' language learning. It offers suggestions for involving students in the meaning, language, relevance, and pleasure of poetry. Part 2, "Writing Poetry," is about students writing their own poetry. It gives ideas for guiding students to produce quality work. Part 3, "Writing About Poetry," deals with teaching students to write in a genuine and rigorous way. In part 4, "A Collection of Poetry Lessons," practicing classroom teachers explain their own successful sequences of poetry lessons, incorporating some of the ideas from the previous sections. (MG)

Rankings of the States, 1988. National Education Association Data-Search.

National Education Association, Washington, D.C.

PUB DATE- 88

NOTE- 66p.; Blue ink on colored paper may not reproduce adequately in paper copy. For 1989 rankings, see ED 318 110.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Demography; *Educational Economics; *Educational Trends; Elementary Secondary Education; Enrollment Trends; Expenditure per Student; Expenditures; Faculty; Income; Population Distribution; Population Growth; Property Taxes; *Public Schools; Standards; *State Norms; *State Surveys; Statistical Data; Taxes; Teacher Salaries

State-level data on an array of topics relevant to public education are presented in this report. State-by-state rank-ordered figures on government and school finance, demographics, and public school personnel provide a statistical assessment of public education and identification of national educational trends. Tables present data on population, enrollment and attendance, faculty, general financial resources, governmental and school revenue, and governmental and school expenditures. A glossary and index are included. (9 references) (LMI)

ED 326 945   EA 022 494

Weidman, John C.; Stein, Elizabeth Leahy

The Professional Socialization of Graduate Students in Educational Administration.

PUB DATE- Oct 90
NOTE- 25p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Pittsburgh, PA, October 26-28, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Administrator Education; Educational Administration; Graduate Students; Graduate Study; Higher Education; Orientation; Peer Influence; *Socialization

A discussion of the institutional mechanisms and individual processes through which graduate students are socialized to the norms of professional practice in educational administration are presented in this paper, which builds a conceptual framework that draws from research on adult socialization, the socialization and career patterns of school administrators, and from analyses of graduate and professional student socialization paying attention also to the particular concerns of women. A conclusion is that the normative aspects of professional socialization must be considered in the development of commitment among graduate students. Recommendations include structuring preparation programs to provide intensive experiences that require commitment of significant personal resources, basing programs on strong normative consensus, and development of mechanisms that encourage faculty-graduate student interaction. One figure illustrating the conceptual framework is included. (55 references) (LMI)

Planning for School Improvement with Community Involvement. A Handbook for Colorado Educational Accountability.

Colorado State Dept. of Education, Denver. Office of Accountability and Accreditation Services.

PUB DATE- Mar 89
NOTE- 26p.; For a related document, see EA 022 516.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Academic Achievement; *Accountability; Accreditation (Institutions); Decentralization; Educational Improvement; *Educational Planning; Elementary Secondary Education; Evaluation Criteria; School Based Management; State School District Relationship; *State Standards
IDENTIFIERS- *Colorado

Information to assist local school communities in developing successful educational accountability programs is presented in this report. Based on local school district autonomy, educational accountability in Colorado is viewed as a school improvement process, with a focus on student achievement, graduation, and attendance. Information is presented on state board goals; school improvement planning; advisory accountability committees at the school, district, and local levels; standard reporting procedures; community involvement; and available workshops. Three figures are included. (LMI)

Kellogg, Ann; Kaufman, Nancy J.
Educational Assessment of Emotional Disturbance. An Evaluation
Guide. Bulletin No. 0452.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 90
NOTE- 297p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavior Rating Scales; Check Lists; Compliance (Legal); Definitions; Due Process; Elementary Secondary Education; Eligibility; *Emotional Disturbances; Evaluation Methods; *Handicap Identification; Individualized Education Programs; Interdisciplinary Approach; Interviews; Records (Forms); Screening Tests; *State Standards; *Student Evaluation; Student Placement; Teamwork
IDENTIFIERS- *Wisconsin

The guide is intended to be a practical tool for screening and identifying Wisconsin students suspected of being emotionally disturbed (ED). It contains information on the legal requirements for the identification and placement of ED students as well as the definition of emotional disturbance and techniques for screening and evaluation. Sample copies of instruments, interview forms, multidisciplinary team (M-team) reports, and individualized education programs are included, along with a discussion of the roles of various professionals at different stages in the assessment process. The first chapter covers the rationale for ED screening, the goals of screening social-emotional behavior, and the screening process. The next chapter looks at the Wisconsin M-team procedural requirements, process, and reports. Chapter 3 presents the definition and criteria for emotional disturbance, while chapter 4 discusses principles of assessment and describes 47 behavioral checklists and rating scales. Chapter 5 presents sample M-team reports and corresponding individualized education programs (IEP) for both the elementary and secondary levels. An extensive appendix includes samples of: screening forms, observation forms, a teacher interview form, a school behavior rating form, an early childhood behavior rating form, a school intervention form, a student interview form, a parent interview and questionnaire form, and sample M-team and IEP data gathering forms. (17 references) (DB)

ED 326 705 CE 056 545

Gordon, Howard R. D.

Let's Drum Up Some Business: Developing Entrepreneurship through the Retail Florist Industry.

PUB DATE- Dec 90

NOTE- 10p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Agricultural Education; *Business Administration; *Entrepreneurship; *Floriculture; Higher Education; Ornamental Horticulture Occupations; Self Employment; *Small Businesses

IDENTIFIERS- *Florists

The retail florist industry is composed of many small businesses. A flower shop is unique as a retail outlet because it sells a highly perishable agricultural product that involves customized work requiring a high degree of product knowledge and skill. Qualifications of a successful florist include being a good businessperson, able to design, having enough capital, being a good buyer, being really interested in the business, having good interpersonal skills, knowing how to advertise, knowing how to train and handle employees, having experience, being a merchandiser, having a thorough knowledge of plants and flowers, and participating in civic affairs. A formal college education is highly desirable. Areas of study should include floriculture, floral design, and business management. The most common form of business ownership is proprietorship. Two other forms are partnership and corporation. Each form has advantages and disadvantages that the prospective florist must consider. Steps in setting up a flower shop include obtaining capital, formal training, discussion of options with a lawyer, location selection, purchase or lease of a store, application for tax number and licenses, selection of bookkeeper and accountant, interior work, purchase of supplies from a wholesaler, delivery arrangements, advertising, purchases, and customer solicitation. (YLB)

ED 326 737 CE 056 608

Follow-Up Study of a Sample of Offenders Who Earned High School Equivalency Diplomas while Incarcerated.

New York State Dept. of Correctional Services, Albany.
PUB DATE- Jul 89
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; Adults; *Correctional Education; Educational Certificates; Followup Studies; *High School Equivalency Programs; *Outcomes of Education; *Prisoners; *Recidivism
IDENTIFIERS- *General Educational Development Tests; *New York

The recidivism rate of a sample of offenders in New York State who had earned a high school equivalency diploma while incarcerated was examined. The study involved all Department of Correctional Services facilities and tracked all offenders who earned a General Educational Development (GED) diploma while incarcerated and who were released in 1986 or 1987. It tracked 4,226 offenders. A comparison group was composed of 11,294 offenders released in these 2 years who were received with less than a high school education and who did not earn a GED while incarcerated. All 15,520 cases were tracked for 17 to 42 months from their respective release dates. The offenders who earned a GED returned at a considerably lower rate (34 percent) than those offenders who did not earn a GED (39.1 percent). A chi square test showed that this difference was statistically significant and not attributable to chance. (YLB)

ED 326 799 CG 023 009

de Rosenroll, David A.

The Influence of Peer Counselling Training on Adolescent Expectations of Friendship.

PUB DATE- 15 Jan 91

NOTE- 22p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Adolescents; *Counselor Training; Foreign Countries; Friendship; Helping Relationship; *Peer Counseling; Secondary Education

IDENTIFIERS- Canada

Many researchers have linked peer counseling skills to skills necessary in acquiring friends. In order to examine the relationship between peer counseling training and friendship, peer counselor trainees' (N=167) expectations of friendship before and after peer counseling training were compared. Peer counselors' expectations of friendship were also compared with those of the trainees' peer group (N=175). Analysis indicated that peer counselor volunteers made more highly developed friendship expectation statements than their peer group before training and after training. Further, changes in the frequencies of their high level developmental responses between the pre- and post-training questionnaires are significantly greater than their peers'. The analysis suggests a relationship between peer counseling training and friendship acquisition and maintenance skill training. Research questions concerning whether or not participants learn and enact new or increased friendship behaviors as a result of peer counseling training still remain for future research. Moreover, research comparing participants who choose to receive training versus participants who are, on some level, forced to receive training might suggest whether peer counseling training might be effective as a school-based currriculum open to all. (ABL)

ED 326 830 CG 023 041

Gottlieb, Norman W., Jr.; And Others
Stressors and Self-Esteem in Junior High Students.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adolescents; *Grade 7; Junior High Schools; *Preadolescents; *Self Esteem; Sex Differences; *Stress Variables

Empirical studies of stress and self-esteem of early adolescents are limited. The focus of this study was to identify stressors experienced by junior high school students (N=145) between the ages of 11 and 12 years, and to determine if there was a relationship between those stressors and the students' self-esteem. Students responded to the Youth Adaptation Rating Scale to identify stressors and to the Index of Self-Esteem. Eight stressors were reported by more than two-thirds of the students: taking finals or tests; going to junior high school; first day of school; arguments with peers/siblings; going to the dentist or doctor; pressure from parents to get good grades; fights with parents; and getting minor illnesses. The mean number of stressors identified by the students was 16.2 with a range of 3 (minimum) to 33 (maximum). A moderate though significant negative correlation between the number of stressors experienced and the adolescent's self-esteem was also found. Fifteen of the 55 stressors were significantly related to self-esteem issues, and 9 of the stressors were associated with gender. (Author/NB)

ED 326 981 EA 022 545

Managing Asbestos in Place: A Building Owner's Guide to Operations and Maintenance Programs for Asbestos-Containing Materials.
Environmental Protection Agency, Washington, D. C.
PUB DATE- Jul 90
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Asbestos; *Building Operation; Environmental Standards; Facility Improvement; Federal Regulation; *Hazardous Materials; Maintenance; Occupational Safety and Health; Operating Expenses; Program Development
IDENTIFIERS- *Environmental Protection Agency

Instructions for building owners on the selection and application of appropriate asbestos control and abatement actions are presented in this guidebook. Chapter 1 offers background information on the asbestos problem. Chapter 2 describes the purpose and scope of an operations and maintenance (O&M) program. The third chapter discusses planning steps, including a survey and evaluation of asbestos-containing materials and program implementation and management, with a focus on cost. Work practices, recordkeeping suggestions and requirements, and elements of an O&M program are described in chapter 4. Chapter 5 offers training recommendations for workers performing O&M activities, and the last chapter provides an overview of federal, state, and local regulations. Appendices contain a glossary, sample recordkeeping forms, organization charts, additional assistance contacts, respiratory protection recommendations, existing EPA guidance, and a sample list of suspect asbestos-containing materials. (16 references) (LMI)

ED 327 031 EC 232 681

Pascual, Dolores M.; Gregorio, Julieta A.

A Case Study on Special Education in the Philippines.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 88

NOTE- 37p.; Charts may not reproduce well.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; *Delivery Systems; *Disabilities; Educational Administration; Educational Finance; Educational Legislation; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Parent Participation; Postsecondary Education; Preschool Education; *Special Education; Voluntary Agencies

IDENTIFIERS- *Philippines

This case study, undertaken as part of a Unesco survey of its member states, documents facilities and services for the education of disabled persons in the Philippines. The case study reports that Philippine children and youth with special needs are provided with access to educational opportunities that develop their potential and enable them to become productive members of society and to live meaningful and fulfilling lives. The philosophy, concepts, and commitments required to operationalize these aspirations are embodied in legislation, educational planning, and allied services. The case study describes: (1) policy objectives, philosophy, and goals; (2) legislation; (3) administration and organization at the national and regional/division levels; (4) special education provision (range of services, identification and assessment of children with special needs, admission to special education services, organization of services, curriculum and teaching strategies, and teacher training); (5) finance; and (6) research and development. (JDD)

ED 327 047 EC 232 699

Schatz, Ellie
Ability Grouping for Gifted Learners as It Relates to School Reform and Restructuring.
PUB DATE- Feb 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Acceleration (Education); *Cooperative Learning; Educational Methods; Educational Philosophy; Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); *Heterogeneous Grouping; Middle Schools; *Reading Instruction; Track System (Education)
IDENTIFIERS- Wisconsin

This monograph uses a question-answer format to address issues concerned with meeting the needs of gifted students as Wisconsin schools restructure and change grouping practices as part of raising standards of learning for all students. Among 12 questions considered are the following: (1) Aren't some of the principles of middle level education, cooperative learning and whole class instruction in reading harmful from the standpoint of providing appropriate programs to gifted students? (2) Isn't acceleration a necessary component of gifted education but contradictory to the middle level philosophy? (3) If one views middle level education as anti-tracking and anti-ability grouping, then how is grouping at the middle of the pyramid ever acceptable? (4) ''Doesn't participation in Midwest Talent Search promote labeling and an ''earlier is better'' approach to gifted education? (5) Don't research reports and declining test scores clearly support as little ability grouping as possible at all levels of education? (6) Won't cooperative learning increase boredom in gifted students and hold them back? (7) How can young gifted readers be challenged by whole class instruction in reading? and (8) How can we be sure school districts are asking the right questions about gifted education as these strategies are implemented? Includes 24 references. (DB)

ED 327 048 EC 232 700

Two-Year Transitional Plan. State of Minnesota Developmental Disabilities. October 1, 1989-September 30, 1991. Accountability.

Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.; Minnesota State Planning Agency, St. Paul.

PUB DATE- Jan 90

NOTE- 91p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Compliance (Legal); *Definitions; *Delivery Systems; *Developmental Disabilities; Federal Legislation; Incidence; Long Range Planning; Policy Formation; Program Development; Services; *State Programs; State Standards

IDENTIFIERS- *Minnesota

The Minnesota 2-year state plan presents a review of the existing service delivery system for: (1) the provision of services to persons with developmental disabilities and their families; (2) a continuing response to priority areas specified in federal legislation; and (3) development of a work plan leading toward development of a Three-Year State Plan for the Fiscal Years 1992-1994. The first section considers the definition and impact of developmental disabilities including the federal definition, Minnesota's application of the federal definition, incidence of developmental disabilities, effects on individuals and families, and the Developmental Disabilities Basic State Grant Program. Section 2 describes the Governor's Planning Council on Developmental Disabilities and Section 3 describes the Administering Agency for the Developmental Disabilities Council. Considered in section 4 is the state context including program environment in Minnesota, scope of services, state review process, state plan review, review of other state plans, and statewide service system review. Plan revisions in the areas of priorities, goals, objectives, and budget data are examined in section 5. Nine attachments include a summary of public testimony, two policy analyses concerned with state hospitals and the Welsch consent decree, briefing books for Minnesota policymakers, and quality assurance publications. In addition to a list of 60 references and 12 audiovisual productions, there is an annotated bibliography of 50 recommended publications. (DB)

ED 327 063 FL 019 023

Schiffer, Edward W.
Using Whole Language Materials in the Adult ESOL Classroom.
PUB DATE- Jul 89
NOTE- 96p.; Master of Science Practicum Report, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Students; *English (Second Language); *Instructional Materials; Introductory Courses; Media Selection; Second Language Instruction; *Whole Language Approach

A practicum explored the use of instructional materials based on the whole language approach to second language learning in adult English-as-a-Second-Language (ESL) instruction. The approach was implemented in a beginning ESL classroom at an adult education center that had previously used publisher textbooks, which were not thought to provide adequate English language input. The materials selected for whole language instruction were texts designed for adult basic education and written in whole language. Classroom and homework exercises were also developed for use with a national newspaper. Other media (television, movies, songs, and pictures) were used for additional whole language exposure. Quantity and quality of both written and oral language learning and assignment completion among the 17 students were evaluated. Results indicate that the use of whole-language materials promoted language acquisition at a faster rate than the use of commercial ESL materials. A 19-item bibliography is included. Appendixes include step-by-step procedures for using whole language materials in the ESL classroom, sample student progress charts, and a student interest survey. (Author/MSE)

ED 327 079 HE 024 092

Massy, William F.; Zemsky, Robert
The Dynamics of Academic Productivity. A Seminar (Denver, Colorado, March 2, 1990).
State Higher Education Executive Officers Association.
PUB DATE- 2 Mar 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; *College Administration; *Cost Effectiveness; Curriculum Development; Higher Education; *Inflation (Economics); *Models; *Productivity; Program Costs; Retrenchment; State Aid; Student Costs; Trend Analysis

This report is an edited version of the transcript of a seminar held to explore the problem of increasing costs and defining productivity in higher education. The main paper, by William Massey, presents a conceptual model explaining the forces driving up costs in academic departments of institutions of higher education. Under the model there have been increases in curriculum specialization and unsponsored research activity and declines in curriculum structure and the quality of undergraduate teaching. The paper recommends changes in structure, curriculum, and financial incentives. Indicators, discussed and illustrated with graphs, show that costs per student are going up; tuition and fees are rising faster than inflation; and state appropriations have not kept up with costs. Five reasons for cost increases some familiar and some not, are: regulation and micro-management; ''cost disease''; ''growth force''; ''organizational slack''; and ''output creep.'' Output creep is analyzed in terms of process dynamics, winners and losers, the ratchet relationship between teaching load and departmental research, destructuring the curriculum, and curriculum structure and cost. Four necessary conditions for change are identified: strategic thinking; incentives, recognition, rewards; individual and group empowerment; and firm constraints on available resources. State higher education executive officers are encouraged to stress growth by substitution; link incentives to substitution; empower institutions and avoid micro-management; and be as clear as possible about future resource availability. A reaction by Robert Zemsky and a discussion are included. (DB)

ED 327 095 HE 024 112

Cronin, Michael; Glenn, Phillip

Oral Communication across the Curriculum in Higher Education: Assessment, Recommendations and Implications for the Speech Communication Discipline.

PUB DATE- Jun 90

NOTE- 32p.; For a related paper, see HE 024 104.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Curriculum; College Faculty; College Students; *Communication Skills; *Curriculum Development; Curriculum Evaluation; Curriculum Problems; Higher Education; Instructional Development; *Speech Communication; *Speech Curriculum

IDENTIFIERS- *Oral Communication across the Curriculum; *Radford University VA

Oral communication across the curriculum programs initiated at universities and colleges are likely to experience several problems, including high costs and heavy workloads for faculty. An Oral Communication Program (OCP) designed to overcome potential problems was instituted at Radford University, Virginia. Results of the program's first year assessment suggest that OCPs, if appropriately planned and implemented can successfully and effectively enhance communication training in a cost-effective manner. Based on Radford's one year of operation and review of other OCPs the following recommendations are offered: (1) that quality control over communication-intensive courses should be provided; (2) that ongoing efforts should be maintained to secure funding from both public and private agencies because of high costs involved in the implementation of such programs; (3) that a clearinghouse for the sharing of instructional materials aimed at serving increased number of clients without increasing staff should be established; and (4) that evaluation and assessment of all major activities should be carried out. OCPs carry several implications for the Speech Communication discipline. If successful, they could create additional demand for speech communication courses as more students become interested in improving their communication skills; and they could also increase awareness of faculty, students, administrators, and funding agencies of the importance and academic credibility of Speech Communication. (Twenty-three references and 2 tables are appended.) (LT)

ED 327 111 HE 024 135

Tough Choices: A Guide to Administrative Cost Management in Colleges and Universities.
Cresap, Rosslyn, VA.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 90
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Budgeting; *College Administration; *Cost Effectiveness; *Cost Estimates; Evaluation Methods; Expenditures; Higher Education; Organizational Effectiveness; Program Development; Program Implementation; Resource Allocation; Services; Systems Analysis
IDENTIFIERS- *Cost Containment; Cost Management Studies

This guide is a product of a study conducted as part of a broader effort by the Department of Education to identify the causes of rising college costs and find and disseminate ways to contain these costs. In institutions of higher education most costs are manageable and can be contained without jeopardizing key services. This can be achieved by designing and conducting a comprehensive cost-management study incorporating all aspects of an institution's support services. Such a study is based on the premise that there are four factors that determine success in achieving those goals: the university's strategy, the work it performs to pursue that strategy, the way in which the work is organized, and the actual results. An effective cost-management study should be holistic, long term, strategic, focused on people and work, and alert to cost/benefit tradeoffs. It should include seven basic components: (1) project definition and planning; (2) fact-finding; (3) analysis; (4) recommendation development; (5) implementation planning; (6) implementation; and (7) communication. The result of the study should be a series of recommendations to improve services and reduce costs, and may be categorized as follows: structure, service definition and delivery, alternative funding, work procedures, operational redundancy, management organization and productivity. (LPT)

ED 327 127 HE 024 162

Dissertations, General Research, Reports and Articles Relating to Accreditation, 1985-1990.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE- Jan 91
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accreditation (Institutions); *Doctoral Dissertations; *Educational Research; Higher Education; Institutional Evaluation

Three lists are presented involving accreditation research: (1) the last or current status of 20 dissertations in progress; (2) 40 completed dissertations not in the "Bibliography on Postsecondary Accreditation"; and (3) 81 general research reports and articles related to accreditation (some available free of charge). The dissertation list is alphabetized by name of researcher and includes the institution and program/department, the name of the major advisor, the title or focus of the dissertation, and the expected date of completion. The research articles are listed in bibliographic form, with those that are available free or for sale by the Council of Postsecondary Accreditation clearly marked. (GLR)

ED 327 143 IR 014 762

Hancock, Vicki E.

Promoting Secondary School Computer Use? A Coordinator Is the Key.

PUB DATE- Mar 90
NOTE- 7p.; Paper presented at the International Conference on Technology and Education (Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Computer Assisted Instruction; *Coordinators; Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Learning Laboratories; Local Area Networks; Microcomputers; Middle Schools; *Peer Evaluation; *Program Evaluation; School Surveys
IDENTIFIERS- Maryland (Washington County)

For the past 5 years at Boonsboro Middle School in Washington County, Maryland, a full-time lab coordinator has been responsible for all aspects of running the school's computer facilities. In a survey conducted at the end of the current school year, students, teachers, administrators, and district-level supervisors had the opportunity to evaluate the lab's success and the lab coordinator's effectiveness. Their written comments revealed the importance of the coordinator as mentor (to students), as role model (to teachers), and as strategist (to administrators and supervisors). (Author)

ED 327 160 IR 014 784

Shermis, Mark D.; And Others
Preparing Teachers for Technology in the 90's: View from the Top.
PUB DATE- Mar 90
NOTE- 5p.; Paper prepared for the International Conference on Technology and Education (Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; *Educational Technology; *Inservice Teacher Education; Instructional Materials; Integrated Activities; *Professional Development; *Staff Development; State Departments of Education; *Teacher Role; Teaching Methods

Teachers have been identified as the critical change agents in integrating technological instructional materials with teaching and learning styles and with classroom activities. However, many teachers do not understand the changes in their roles in a technology intensive classroom, nor do they have the proper training to use new educational technologies. Answers to these problems may be found in both preservice and inservice teacher education, the latter in the form of workshops and summer institutes after initial certification so that a maximum level of professional competence may be attained. Some problems with staff development, however, are lack of equipment, funding, and the use of quick intervention techniques in answer to the long range problem of technology integration into the classroom. In response to these problems, computer companies, corporations, and state departments of education have found ways to aid in training efforts by providing money, equipment, and leadership. However, individual teachers, administrators, state officials, publishers, training institutions, and private corporations must all continue to search for effective means of transferring technology into the classroom of the 90's. (DB)

ED 327 176 IR 014 802

Hixson, Judson; Jones, Beau Fly

Using Technology To Support Professional Development for Teachers and Administrators: Implications for State-Level Policy and Planning.

North Central Regional Educational Lab., Elmhurst, IL.

PUB DATE- 90

NOTE- 43p.; Paper commissioned for the Chief State Officer's State Technology Conference (Minneapolis, MN, April 29-May 2, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; *Educational Change; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; *Instructional Improvement; Postsecondary Education; Preservice Teacher Education; *Professional Development; Statewide Planning

There is a need for professional development to enable current and prospective teachers and administrators to enact major educational changes in the organization and operation of elementary and secondary schools. Such changes include redefining the role and responsibilities of schools; understanding the increasingly diverse student population; redefining curricular goals, content, organization, and strategies for instruction; and restructuring the organizational context of schooling. In preparation for these changes teachers must expand their knowledge base, learn "real world" applications for educational technology, and develop new attitudes and beliefs about the teaching and learning process. Access to professional development opportunities must be flexible to encourage teachers to participate in their own growth and self-renewal and to collaborate with other professionals. Preservice and administration preparation should be altered to fit the changing educational environment as well. Technology can be used to extend and make more effective much of the professional development that is currently available in schools, school districts and states. Statewide planning such as development of technology infrastructures and investment funds, reviewing existing certification standards and the effectiveness of professional development opportunities, and developing strategies to use technologies in professional development, are but a few ways that states can become involved in the process of improving instruction. (19 references) (DB)

ED 327 191 IR 053 366

Shubert, Joseph F., Ed.; Josey, E. J., Ed.
The New York Library Association Centennial.
New York State Library, Albany.
PUB DATE- 90
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; Information Management; Information Technology; *Library Administration; *Library Associations; Library Education; Library Services; *Outreach Programs; *Public Libraries; School Libraries; Special Libraries
IDENTIFIERS- *New York

The 15 articles in this theme issue celebrate the one-hundredth anniversary of the New York Library Association (NYLA), which was founded by Melvil Dewey. These articles provide an overview of the past, present, and future of NYLA and its constituent interest groups, are: (1) "The New York State Library Centennial" (James Corsaro); (2) "Melvil Dewey and the Origins of NYLA" (Wayne A. Wiegand); (3) "NYLA at Half Century" (Richard D. Johnson); (4) "No, She Doesn't Have a Library Degree" (Dadie Perlov); (5) "New York Library Association--Governance" (Ruth A. Fraley); (6) "NYLA's Role in Library Legislation: Gaining Resources for Information and Library Service" (Joan Neumann); (7) "SLMS (School Library Media Section)/NYLA: What Was, What Is, What Will Be" (Julia C. Van de Water); (8) "Public Libraries Section: From Signatures to Synergy" (Marie Bruce Bruni); (9) NYLA's Academic and Special Libraries Section: Enthusiasm for the Future" (Janet M. Welch); (10) "Section on Management of Information Resources and Technology (SMART): A History, 1957 to 1990" (Ellen C. Rappaport and Teresa Strozik); (11) "Diversity--The Challenge for NYLA's Reference and Adult Services Section" (Jeanne M. Biggins); (12) "Youth Services: Cultivators, Educators, Motivators!" (Iris Bartkowski); (13) "NYLA By the Year 2000" (Susan Lehman Keitel); (14) "Documenting NYLA History: The NYLA Archives" (Frederick Bassett); and (15) "Summary and Evaluation of the New York State LSCA (Library Services and Construction Act) Program, FY 1989." (SD)

ED 327 206 IR 053 386

Norlin, Dennis A.
Bibliographic Instruction for Adults with Mental Retardation.
PUB DATE- 3 May 90
NOTE- 41p.; Paper presented at the Annual Meeting of the Illinois Library Association (Springfield, IL, May 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Comparative Analysis; *Instructional Design; Intermode Differences; *Library Instruction; Library Materials; *Mental Retardation; Nonprint Media; Pretests Posttests; *Public Libraries; *Research Projects; Users (Information); *Use Studies
IDENTIFIERS- Champaign Public Library IL

Conducted as part of a practicum to be completed at the Champaign (Illinois) Public Library and Information Center, this study was designed to view the availability of appropriate bibliographic instruction for adults who are mentally retarded that will enhance both their ability to use library resources and equipment, and their desire to do so. With the assistance of Developmental Services Center (DSC) staff, 14 adults with mental retardation were selected as subjects. These subjects were randomly divided into three groups in which varying levels of bibliographic instruction were administered, ranging from no instruction at all (control group) to a library tour and two instruction sessions that included an introduction to the library's various nonprint services. All three groups participated in both a pre-test, which was designed to test their knowledge of library resources, and a post-test. Analyses of the data suggest that there was more appropriate use of the library by the participants after bibliographic instruction, and that neither IQ nor proximity to the library appeared to be a significant factor in determining library usage. Appendices, which make up more than half or he paper, include the pretest questions; an outline of the presentation to the Champaign Public Library staff; data on library card use by the research subjects; their responses to the pretest and posttest questions; and an annotated bibliography. (MAB)

ED 327 220 IR 053 490

Schamber, Linda
Library and Information Services for Productivity. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 4p.; Productivity, literacy, and democracy are the three themes chosen for the 1991 White House Conference on Library and Information Services.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Information; Computer Networks; *Freedom of Information; *Information Dissemination; *Information Networks; Information Technology; Institutional Cooperation; Policy Formation; *Productivity
IDENTIFIERS- ERIC Digests; White House Conference Library Info Services

For the purposes of this digest, productivity is defined as ways in which library and information services can assist agencies, industries, and individuals in producing goods and services effectively and profitably. Two fundamental issues that affect productivity are access and control; two major strategies for improving productivity are cooperation and education. Expanding information services can foster innovation and development among their users--government agencies, industries, libraries, and information centers that disseminate information to a broader spectrum--which can play a vital role in aiding productivity. Yet, these same entities that provide access to information must, at times, limit access to information. The issue of control extends to U.S. policy makers, who must decide whether the release of certain technical and scientific information developed by the United States would undercut U.S. competition globally or threaten national security. The protection of intellectual property rights is yet another issue of control. It seems that information providers must distinguish between what information falls into the realm of the private (classified information) and public (unclassified) domains. The concept of the "virtual library"--whereby the world's knowledge is accessible to anyone sitting at a desktop workstation--is becoming closer to a reality through recently proposed federal legislation, which would, if passed, establish a network to link government, industry, business, and university resources. However, the establishment of such networks will be inappropriate if educators fail to foster the development of information skills in students. (12 references) (MAB)

ED 327 233   JC 910 046

Opinions of Michigan Citizens about Post-Secondary Education: A Public Opinion Survey of a Cross-Section of 802 Adults Interviewed by Telephone, May 13-15, 1984.
Michigan State Board of Education, Lansing. Project Outreach.
PUB DATE- May 84
NOTE- 48p.; One of a series of public opinion surveys conducted by Project Outreach. For related documents, see JC 910 047-051, ED 239 766, and ED 260 080.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Adult Education; College Choice; *College Role; *Community Attitudes; *Community Colleges; Public Opinion; Questionnaires; *Role of Education; *School Community Relationship; *Social Attitudes; State Surveys; Student Educational Objectives; Telephone Surveys; Two Year Colleges
IDENTIFIERS- *Michigan

In May 1984, a survey was conducted of a random sample of 802 adult citizens in Michigan to determine the public's opinion about postsecondary education in the state. Specifically, the survey sought collected information on the importance of a college education, reasons for attending college, schools best suited for a particular type of training or education, opinions about state financing of higher education, and quality of the instruction at public colleges and universities. Study findings included the following: (1) 74% of respondents believed a college education was "very important"; (2) if Michigan adults were to go back to school, the main reasons would be for personal improvement/enrichment or to take classes for job improvement, and 76% would attend on a part-time basis; (3) trade schools and community colleges were deemed the best suited to provide adults with job training/retraining; (4) 29% of respondents believed that the state's public four-year colleges and universities should get their income from state aid, 25% favored federal grants, while 24% believed tuition should be the source of funding; (5) 73% of respondents felt that financial aid for college students should be based on both need and ability; (6) just over half of those polled agreed that four-year institutions should raise admission requirements; (7) 71% of respondents felt that Michigan's public colleges and universities adequately met the educational needs of minorities, the disabled, and women; and (8) 68% of respondents felt their nearest community college was good or excellent. (JMC)

ED 327 246   JC 910 060

Crow, Sue E.; Taylor, Mark Thomas
Participant Evaluation of the Community College Leadership Institute, June 11-22, 1990.
North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
PUB DATE- 19 Jul 90
NOTE- 22p.; Evaluations from the annual Community College Leadership Institute, "Institutional Effectiveness in Building Communities," sponsored by the North Carolina Department of Community Colleges in cooperation with the North Carolina Association of Community College Presidents (5th, Raleigh, NC, June 11-12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Administration; Community Colleges; Credit Courses; *Institutes (Training Programs); *Leadership Training; Likert Scales; *Participant Satisfaction; Professional Continuing Education; Program Evaluation; *Student Evaluation of Teacher Performance; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Carolina

Most of the 27 enrollees in the institute were employed in administrative positions within the North Carolina Community College System. The institute consisted primarily of 3-hour presentations on topics related to the conference theme of "Institutional Effectiveness in Building Communities." Two types of evaluations were conducted. The first was an informal, oral-feedback evaluation held at the close of the first week of the institute and used to improve on the subsequent week's activities. The second evaluation consisted of a written survey in which participants indicated their satisfaction with the institute activities. All but one of the 27 participants returned a completed evaluation form. Major findings included the following: (1) of the 27 institute participants, 52% enrolled for credit in both courses offered during the institute, and 44% participated on a non-credit, continuing education basis; (2) on a rating scale of 1 (low satisfaction) to 5 (high satisfaction), 92% of the 361 total items responded to received a rating of either a 4 or 5, with an overall composite rating of 4.55 for the institute; (3) no responses of 1 or 2 were given for any item by any respondent; (4) 76% of institute presenters were rated either above average or superior; and (5) items receiving the highest ratings were interaction between students and presenters, the quality of the presentations, and national and/or system-wide perspective provided. Data tables, the program of institute events, and a list of participants are included. (JMC)

ED 327 260 JC 910 076

Clagett, Craig A.; Huntington, Robin B.
Environmental Scanning: Assessing Local Business Training Needs.
PUB DATE- 13 Nov 90
NOTE- 15p.; Paper was presented at the Annual Meeting of the Maryland Association for Institutional Research (1st, Bowie, MD, November 13, 1987).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *College Planning; Community Colleges; Economic Climate; Economic Impact; *Educational Environment; Environmental Influences; *Futures (of Society); *Institutional Research; Job Skills; Job Training; Long Range Planning; *Needs Assessment; School Business Relationship; Social Influences; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Environmental Scanning; Prince Georges Community College MD

Environmental scanning (ES) is a formal process of assessing trends and forecasting events which can influence an institution so that the potential challenges and opportunities can be effectively anticipated during strategic planning activities. The goal of ES is the implementation of proactive, anticipatory policies that will be robust under a variety of futures. This two-part report provides an introduction to ES and presents the results of a collaborative business needs assessment conducted by Prince George's Community College (PGCC) in Maryland. Part 1 describes: the role of ES activities in the college setting; the relationship of ES and strategic planning; two alternate approaches to ES (the committee approach and the institutional research and planning model); six environmental variables which should be monitored in ES (demographic, economic, legal-political, organizational-competitive, socio-cultural, and technological); data and information sources for ES (including local and national sources); and dissemination of ES findings. Part two describes a study conducted by PGCC to assess area employee educational and training needs through a mail survey of area businesses. Among the findings reported (from 182 business responding for a 4% survey response rate) are the following: (1) employee oral communications, writing skills, and interpersonal relations were most in need of improvement; (2) over one-third of respondents indicated a need for improved employee skills in collections/accounts receivable and developing marketing plans; and (3) most employers preferred open enrollment courses offered at existing college locations. (JMC)

ED 327 275 PS 019 179

Dozzi, Amelia M., Ed.
Education for All: Making It Happen. Report of NGO Consultation (New York, New York, January 30-31, 1990).
Non-Governmental Organizations Committee on UNICEF, New York, NY.
PUB DATE- Jan 90
NOTE- 39p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Education; *Educational Cooperation; *International Cooperation; *Meetings; *World Problems
IDENTIFIERS- Nongovernmental Organizations; *World Conference on Education for All

The highlights of a meeting of the Non-Governmental Organizations (NGO) Committee on UNICEF are contained in this report. The purposes of the meeting were to: (1) identify issues that needed further consideration in the drafts of two major documents to be presented for discussion and adoption at the World Conference on Education for All (March 1990); and (2) make suggestions and recommendations for ways NGOs can assist in the implementation of activities proposed and adopted at the World Conference. Lists of issues discussed as well as 17 recommendations are presented. Appendices include an agenda of the meeting; a list of participants; and a statement, entitled "A Call to Action," by the International Task Force on Literacy. (PCB)

ED 327 291 PS 019 263

Lawler, Mary; And Others

Individual and Family Factors Impacting Diabetic Control for the Adolescent: A Preliminary Study.

PUB DATE- Nov 90
NOTE- 27p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Depression (Psychology); *Diabetes; Family Health; *Family Influence; *Individual Characteristics; Individual Development; Mental Health; Social Support Groups; Stress Variables
IDENTIFIERS- Family Functioning

Sixteen adolescents between the ages of 15 and 18 years and their parents participated in a preliminary study on the impact of family and individual factors on diabetes control for the adolescent. It was hypothesized that there was a relationship between the adolescent's perception of adolescent development, social support, depression, family dynamics, stress, and diabetic control. Analysis of the data revealed a significant correlation between depression and diabetic control. Other significant relationships found included those of: (1) family cohesion to depression, family emotional health, social support, and adaptability; (2) emotional triangulation to family adaptability; and (3) family emotional health to social support. Clinical and research implications of the findings are discussed. Twenty-two references are cited. (RH)

ED 327 309 PS 019 316

Research on Children, Youth, and Families, 1986-1990.
Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.

PUB DATE- Aug 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; Annotated Bibliographies; *Child Abuse; Child Development; Child Neglect; Child Welfare; Compensatory Education; *Day Care; Early Childhood Education; *Family (Sociological Unit); Foster Care; Profiles; *Research Projects; Resource Materials
IDENTIFIERS- *Project Head Start

This compendium summarizes the results of the Division of Children and Youth Policy's research projects from 1986 through August, 1990, and highlights future plans. The role of research in the division is to produce information on the organization, financing, and delivery of services to children and families, particularly those who are disadvantaged. Recent work has centered on issues related to the expansion of Head Start and the child care components of the JOBS program. Special studies have focused on the process of developing an understanding of the needs of children who test positive for the Human Immunodeficiency Virus (HIV) and children who have been exposed to drugs. The division is also pursuing several projects related to identifying and promoting family strengths. Contents are divided into five subject areas: (1) child care, child development, Head Start; (2) child abuse and neglect, child welfare, foster care; (3) adolescents; (4) family; and (5) miscellaneous. Each subject area is discussed in terms of completed, ongoing, and planned projects. Project descriptions include the title of the study, principal investigator, an abstract of the subject matter, the project completion date, and a division contact person. (RH)

ED 327 325 PS 019 361

Corsini, David A.; Rho, Lois
An Evaluation of the Social and Personal Competence of Special Needs Early Intervention Graduates.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Early Intervention; *Elementary School Students; Followup Studies; *Interpersonal Competence; *Preschool Children; *Program Effectiveness; Program Evaluation; Special Education; Student Placement
IDENTIFIERS- *Developmental Delays

A study evaluated the effectiveness of the Stephen August Early Intervention Center in Cheshire, Connecticut, an early intervention center serving children with developmental delays or at risk for developing such delays, and their families. Data on 130 center participants' later special or regular education status, and a teacher rating of students' social competence were obtained. At the time of early intervention, 42 percent of the sample had shown mild developmental problems, 44 percent had shown moderate problems, and 14 percent had shown severe problems. The average number of months of early intervention involvement was 22.6. At the time of the study, the graduates were in kindergarten through third grade. It was found that 102 of the graduates were in regular education classes without special education services, while only 28 were receiving special education services. Results offer strong support for the effectiveness of the center. The early intervention center offers parents an informal play assessment of their child's developmental status by a team of early childhood developmental specialists with whom the parents can discuss their developmental concerns. When children show developmental delays or appear to be at risk for the development of delays, a variety of program options are available. (RH)

ED 327 341 PS 019 385

Carter, Elizabeth F.

Decreasing the Incidence of First Grade Retention through a Diagnostic-Prescriptive Intervention Program and Teacher In-Service.

PUB DATE- 90

NOTE- 98p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Educational Diagnosis; *Elementary School Students; Grade 1; *Grade Repetition; *Incidence; Individualized Instruction; *Inservice Teacher Education; *Intervention; *Prevention; Primary Education

A practicum intervention designed to decrease the incidence of retention of students in first grade, through a diagnostic-prescriptive intervention program and teacher inservice activities, was implemented and evaluated. Teachers at two schools were aided in the early identification of students at-risk for retention; psycho-educational evaluations were performed; and individual educational plans were made for the students. Additionally, monthly meetings were held with the participating teachers, and a teacher inservice workshop was held. Parents were contacted individually and met as a group. Analysis of evaluation data revealed that although the follow-up surveys did not indicate significant change in teachers' attitudes, the retention rate of students dropped from 13 percent to less than 1 percent. Most of the students demonstrated improved skills; those who did not improve appeared to have significant learning problems and were referred for more intensive educational intervention. Significant attitudinal change was noted among the parents. Appendices provide, among various related materials, the teacher survey, a briefing paper on restructuring the primary grades, and detailed guides for teachers and parents on grade retention. The teachers' guide contains a policy brief on current practice and research evidence on repeating grades in school. Citations number 55. (RH)

ED 327 356 RC 017 929

Seager, Andrew
A Practitioner's Sourcebook: Effective Educational Practices in Chapter 1 Programs in Maine, New Hampshire and Vermont.
Maine State Dept. of Educational and Cultural Services, Augusta.; New Hampshire State Dept. of Education, Concord.; Vermont State Dept. of Education, Montpelier.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 84
NOTE- 216p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Educational Innovation; *Educationally Disadvantaged; *Educational Methods; *Educational Research; Elementary Education; Instructional Effectiveness; Special Programs; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Maine; New Hampshire; Vermont

Chapter I programs are based on locally identified needs, and projects are developed and operated at the local level to meet each district's needs. A majority of Chapter I programs stress language and math skills, however, there are a wide variety of instructional approaches. This source book relates educational practice to research in school effectiveness and presents successful educational practices. It is used in training for Chapter I program staff throughout Maine, New Hampshire, and Vermont. Fifteen research indicators are listed, with explanations and summaries of the separate approaches taken by various school districts. The 15 research indicators are organized under 4 indicators: (1) communicating high expectations about Chapter 1 students to Chapter 1 students, their teachers, and parents; (2) planning instruction, managing instruction environment, and using appropriate methods and materials; (3) sharing goals and progress, regularly monitoring and providing feedback to students, and involving parents in students' learning; and (4) providing leadership in staff development, supervision, and program evaluation. A "Quick Scan Reference Guide" correlates the 134 descriptions of teaching practices with topical categories, grade levels, and academic subjects. Examples of program forms and student work are included. The book also contains a chart of contributing schools/systems and teachers, maps of contributor locations, an index, and a list of 24 research references. (ALL)

ED 327 370 RC 017 961

McConnell, Beverly B.
Parent Leadership Training Program. An Evaluation.
Citizens Education Center - Northwest, Portland, OR.
SPONS. AGENCY- Fred Meyer Charitable Trust, Portland, OR.
PUB DATE- Oct 90
NOTE- 81p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Education; High Risk Students; *Leadership Training; *Mexican American Education; Migrant Education; Parent Attitudes; *Parent Participation; Parent Responsibility; *Parent School Relationship; Parent Student Relationship; *Parent Workshops; *Program Evaluation
IDENTIFIERS- Washington

The Parent Leadership Training Program was developed to promote academic success among at-risk children, specifically, Mexican Migrant children. It attempted to help parents learn how to be effective partners in their children's academic and developmental growth. The program provided a series of meetings to help families understand the schools and learn how they could participate in school affairs and assist their children at home. The evaluation of the program consists of: (1) analysis of the characteristics of the Hispanic families who participated in the 3-year development phase; (2) analysis of program strategies most effective in reaching parents and sustaining their interest; and (3) discussion of the implications of findings. The characteristics most predictive of a high level of parental involvement were: (1) mothers' years of education; (2) mothers' ability to drive a car; (3) parents' education received in the United States; (4) both parents' ability to communicate, speak, read, and write in English; (5) years of residence in the area; and (6) the parenting style. Program strategies considered most effective were: (1) continual personal contact to preregister parents; (2) preplanned child care arrangements; (3) provision of transportation to meetings for several consecutive weeks; (4) provision of ample time for socialization and refreshments; (5) giving take-home materials, gifts, and doorprizes; (6) giving recognition and thanks to workers and parents; (7) small-group discussion and socialization. The evaluation findings indicate a replication model for future implementation of the program at other locations. Data tables are included. (ALL)

ED 327 387 SE 051 832

McConnell, Anita

Directory of Source Materials for the History of Oceanography.
  Unesco Technical Papers in Marine Science, 58.

United Nations Educational, Scientific, and Cultural Organization,
  Paris (France). Div. of Marine Sciences.

PUB DATE- 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from
  EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Instructional Materials; *Laboratory Equipment; Marine
  Biology; Marine Education; *Museums; *Oceanography; Science
  Education; *Science History; *Science Materials

This directory lists institutions holding original source material for the history of oceanography, dating from 1600 to 1950. These materials include apparatus, collections of geological and biological samples and specimens, data, documents and written archives, and photographs. For each institution (listed by country), the directory gives name, address, accessibility and services offered, and details of the holdings, mentioning important items. The directory is intended to help scientists to locate earlier material relating to their present topic or area of study, to show historians where surviving records may be found, and to remind institutions holding this unique material of its value. (Author)

ED 327 403 SE 051 850

Mathematics Curriculum Guide Consumer Mathematics. Bulletin 1987, No. 49.

Alabama State Dept. of Education, Montgomery.

PUB DATE- 87

NOTE- 163p.; For related documents, see SE 051 846-852.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Banking; *Consumer Education; Course Content; Credit (Finance); Housing; Instructional Materials; Insurance; *Learning Activities; Mathematical Concepts; *Mathematics Education; Mathematics Skills; *Money Management; Probability; Problem Solving; Secondary Education; *Secondary School Mathematics; Standardized Tests; State Curriculum Guides; Statistics; Tax Rates; *Teaching Methods; Transportation

IDENTIFIERS- Alabama; *Consumer Mathematics

This guide is designed to help classroom teachers implement the Alabama Course of Study: Mathematics K-12. It is inclusive also of the objectives tested by the Stanford Achievement Tests and the Alabama Basic Competency Tests. One characteristic of the curriculum guide is that it clearly states what students should learn in each grade level. These objectives are called student outcomes and appear in the table of contents. The majority of the material, however, consists of classroom activities that lead students to the desired outcomes. The curriculum guide specifies what to teach as well as ways to teach it. Each section of the guide contains a specific table of contents, which lists what students should learn; activities; original sources; and student outcomes. Activities are preceded by a description of the area of mathematics covered, the specific student outcomes that are addressed in the activities, and notes for the teacher, which convey information important for effectively carrying out the activities. Topics include banks and their services, consumer credit, housing, insurance, probability, statistics, money management, savings, investments, taxes, swindles, gyps, and transportation. (KR)

ED 327 419 SE 051 866

Krabbendam, Hans, Ed.; de Vries, Marc, Ed.
Goals and Methods in Science, Mathematics and Technology Education in the Netherlands. Report of a Conference in the Framework of the OECD Project, 'Science, Mathematics, and Technology Education.'
National Inst. for Curriculum Development (SLO), Enschede (Netherlands).
PUB DATE- 90
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Assessment; *Elementary School Mathematics; Elementary Secondary Education; Environmental Education; Experiential Learning; Foreign Countries; Interdisciplinary Approach; *Mathematics Education; Physics; *Policy Formation; Problem Solving; *Program Descriptions; Science and Society; *Science Education; *Secondary School Science; Teaching Methods; Technology
IDENTIFIERS- *Netherlands; *Organisation for Economic Cooperation Development

The aim of the Organization for Economic Cooperation and Development (OECD) project "Science, Mathematics, and Technology" is to formulate recommendations for educational policy. Preparations for the project were made in each of the various member countries. Reported here are the results of the Netherlands meeting. The conference and this report should be seen in the context of Dutch education, in which several political factors play a role. This report contains the papers that were presented, as well as the impressions of the discussions that followed and suggestions for questions to be studied in the project. Two themes discussed included: "Goals and Content" and "Methods and Settings." Papers include: (1) "Towards providing the basis for sustainable development? The reality or fiction of environmental education in schools"; (2) "Goals and contents, how can they assessed?"; (3) "Introduction to the teaching of technology in Dutch secondary schools. A survey of the development of Goals and Content for technology education"; (4) "In search of contexts in mathematics for 12-16 year-olds"; (5) "Teaching physics and context in the Netherlands"; and (6) "Settings and methods in education in technology in the Netherlands." Also included are opinions about the Dutch participation in the OECD project "SMT Education." (KR)

ED 327 436 SO 030 304

Eshiwani, George S.

Implementing Educational Policies in Kenya. World Bank Discussion Papers No. 85. Africa Technical Department Series.

World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 46p.; For related documents, see SO 030 302-310.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- African Studies; Colonialism; Curriculum Development; Developing Nations; *Educational Development; *Educational History; Educational Planning; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; Primary Education
IDENTIFIERS- *Kenya

This paper reviews the evolution of the Kenyan education system since independence from Britain in 1963. At the time of independence, very few resources were devoted to the education of Africans as compared to non-Africans, resulting in critical shortages of trained manpower. Educational segregation and differentiation also reinforced racial and ethnic prejudices. After independence, education was to be a significant tool not only for social justice and rapid development, but also for the promotion of unity and "nationhood." The report outlines the institutional and legal steps that were taken to improve the educational system and traces its development through four 5-year development plans. In the space of 20 years, the system has expanded dramatically and universal free primary education has been achieved, the progression of the system has been restructured, and the curriculum has been significantly revised, placing more emphasis on the technical and vocational skills which remain in high demand. However, educational development in the post-colonial period has been hampered by insufficient resources due to poor economic conditions, a high rate of population growth, teacher shortages, the need to balance native language with foreign language instruction, poor internal efficiency, and continued problems with curriculum relevance. (Author/DB)

ED 327 452 SO 030 377

Research To Improve Teaching-Learning Practices. Report of a UNESCO Regional Meeting (Inchon, Republic of Korea, October 10-18, 1983).
Asian Centre of Educational Innovation for Development, Bangkok (Thailand).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 84
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; Developing Nations; *Educational Development; Educational Research; Elementary Secondary Education; Foreign Countries; *International Educational Exchange; International Programs; Learning Strategies; Teaching Methods
IDENTIFIERS- *Asia Pacific Region; UNESCO

Eleven participants from six countries (Indonesia, Malaysia, Nepal, Philippines, Thailand, and the Republic of Korea) participated in the UNESCO regional workshop which is the subject of this report. The four objectives of the workshop were to: (1) review and exchange experiences on research and pilot studies to improve teaching/learning practices; (2) analyze problems and issues related to the application of research findings to improve teaching/learning practices; (3) develop guidelines on the improvement of teaching/learning practices through the application of research; and (4) describe examples of new forms of research and effective application strategies used successfully in the region. The three chapters of the report provide: (1) a review of country experiences; (2) a review of pilot studies and other research; and (3) a discussion of strategies for improving the application of research findings. Three appendices include an agenda, a list of participants, and a list of documents. (DB)

ED 327 471 SO 030 475

Social Studies: Grade One.
Fort Worth Independent School District, Tex.
PUB DATE- 89
NOTE- 100p.; For related documents, see SO 030 470-476.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Grade 1; Instructional Materials; Learning Activities; Primary Education; Resource Materials; *Social Studies; Student Educational Objectives; Teaching Methods; Units of Study
IDENTIFIERS- Fort Worth Independent School District TX

This curriculum guide to grade 1 social studies in Fort Worth schools contains the following materials: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands that define specific expectations for students, prekindergarten through grade 12; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units that show the instructional planning/thinking processes used by teachers; and bibliographies, annotated lists of school and community resources, reading lists, and additional supplementary materials. (DB)

ED 327 064 FL 019 024

Christie, Frances
A New Method of Classroom Discourse Analysis.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; *Discourse Analysis; Language Research; Linguistic Theory; Models

A model for pedagogical discourse that provides evidence to explain the operation of both instructional and regulative discourse in the classroom is presented. The model is based on a theory that the activities and concerns of the wider contexts outside school are relocated for the purpose of school learning, and that the resulting instructional and regulative discourse both exist within pedagogical discourse. First, it is proposed that any teaching/learning episode is an instance of "curriculum genre," having a distinctive schematic structure. Second, using a systemic functional grammar it is argued that it is possible to demonstrate the operation of two different registers in such a genre, with one relating to generation and maintenance of learning activity and the other relating to lesson content. Third, it is suggested that the two registers do represent the two discourse types hypothesized, but with a slightly different relationship than that originally proposed in the theory. A 22-item bibliography is included. (MSE)

ED 327 128 HE 024 187

Faculty Handbook on International Affairs.
Central Connecticut State Univ., New Britain. International Affairs Center.
PUB DATE- Jan 90
NOTE- 55p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrative Policy; *College Curriculum; *College Faculty; Colleges; Exchange Programs; Financial Support; Foreign Students; *Global Approach; Grants; Higher Education; Institutional Cooperation; Institutional Mission; *Intercultural Programs; International Cooperation; International Educational Exchange; *International Programs; *International Studies; Teacher Exchange Programs
IDENTIFIERS- *Central Connecticut State University

In its recently adopted Mission Statement, Central Connecticut State University (CCSU) stated its commitment to infusing a multicultural and international perspective into all its programs, with the aim of preparing its students to live in a global society. This handbook has been prepared to acquaint the university's faculty with the institution's involvement in international education and exchange, and to facilitate faculty involvement in these activities. Section 1 presents an overview of CCSU's International programs; Section 2 describes the International Studies Curriculum; Section 3 provides faculty with information on student exchange activities and the processes involved; Section 4 discusses CCSU's international affiliations; Section 5 deals with funding possibilities; Sections 6 and 7 focus on travel formalities and tips for faculty; and Section 8 presents various official university policy statements relating to international matters, for example, CCSU's International Linkage Policy and policies on student exchange and visiting scholars. (LPT)

ED 327 144 IR 014 763

Otterman, Lloyd O.; Pease, Pamela S.
The Role of Private Business in Distance Learning: The Educational Partnership.
TI-IN Network, Inc., San Antonio, TX.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Jun 89
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communications Satellites; *Corporate Support; *Distance Education; Educational Technology; Elementary Secondary Education; Federal Regulation; Microcomputers; Private Sector; *School Business Relationship; Telecommunications; Telephone Communications Systems; Television
IDENTIFIERS- Star Schools; TI IN Network

This paper explicates private corporation's role in developing and executing educational partnerships to serve elementary and secondary schools. The impact of these partnerships on distance learning is discussed, as well as the cooperative role of private enterprise in serving the public authority by addressing the educational needs at the local, regional, state, and national levels. Two models for public/private partnerships are proposed: the public/private cooperative and the private corporation as a stand-alone provider. The critical needs, as well as the barriers for implementing the models, are outlined. As a backdrop to this discussion, a historical perspective is established by reviewing the role of private entrepreneurship in technological innovation of distance learning technology (telephone, broadcast and cable television, microcomputer, and satellite) and the influence of legislative and regulatory mandates in the educational application of these technologies. The paper concludes by hypothesizing the impact and challenges to the educational partnership on distance learning activities in the future. (25 references) (Author/DB)

ED 327 161 IR 014 786

Levin, James; And Others

The Teacher Education Curriculum: A Computer-Assisted Process for Informed Decision-Making.

PUB DATE- 89

NOTE- 24p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Comparative Analysis; Core Curriculum; Curriculum Evaluation; *Curriculum Research; *Database Design; *Education Courses; Elective Courses; Higher Education; *Preservice Teacher Education; Required Courses; Student Records; *Teacher Education Curriculum; Undergraduate Students

This report describes a computer assisted process that resulted in the development of a comprehensive database of actual courses taken by undergraduates in teacher preparation programs for use in decision making about possible curriculum redesign for teacher education majors. The creation of the database required four stages: (1) selecting majors from the College of Education and other academic areas corresponding to one of the College of Education majors for analysis and comparison; (2) defining majors and dividing them into subject categories; (3) classifying majors in terms of subject category courses, courses taken but not categorized, and required courses not taken; and (4) describing majors in terms of individual student credit information. While the primary focus of the present study was to compare the actual consumed curriculum of teacher education with their counterparts in other colleges, the database created from the study could be useful to a variety of audiences depending on the issues or questions to be addressed. Sample data are presented in four tables and three figures. (DB)

ED 327 276 PS 019 192

Masters, Geofferey; And Others

Profiles of Learning. The Basic Skills Testing Program in New South Wales: 1989.

Australian Council for Educational Research, Hawthorn.

PUB DATE- 90

NOTE- 131p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; Academic Records; *Basic Skills; Elementary Education; *Elementary School Students; Foreign Countries; Language Skills; Literacy; Mathematics Achievement; Measurement; Reading Achievement; Report Cards; Space; *State Programs; *Test Construction; Test Items; *Test Results

IDENTIFIERS- *Australia (New South Wales)

This publication on the New South Wales' Basic Skills Testing Program (BSTP) describes the development of the program's tests, the analysis of students' results, and the communication of results to parents, teachers, and schools. In BSTP tests, basic skills are defined not as low-level, rudimentary survival skills, but as major areas of learning that have a central role in the school curriculum. Part I of the book describes the skills typical of students performing at each of five skill levels in each of five areas of learning (Reading, Language, Number, Measurement, and Space) on the tests. Part II shows how different subgroups of students performed on the tests. Results on each aspect of literacy and numeracy are reported separately for girls and boys, students with non-English-speaking backgrounds, Aboriginal and Torres Strait Islander students, and several age groupings. Part III explains and gives examples of reports mailed to parents, more detailed reports given to teachers, and summary tables generated for each school. Part IV describes procedures used to develop BSTP tests and to analyze students' results in preparation for reporting. Numerous test items are presented. (RH)

ED 327 292 PS 019 266

Willer, Barbara, Ed.
Reaching the Full Cost of Quality in Early Childhood Programs.
National Association for the Education of Young Children,
Washington, D.C.
PUB DATE- 90
NOTE- 118p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - General (020)
DESCRIPTORS- Child Caregivers; Community Involvement; *Compensation (Remuneration); Cost Estimates; *Criteria; *Early Childhood Education; *Educational Quality; Guidelines; *Program Costs; Resources; *Social Problems
IDENTIFIERS- *Social Costs

This book is designed to serve as a handbook for early childhood professionals and others interested in improving the quality of early childhood services available to young children and their families. It also serves as a resource for information and tools that can be used to: (1) build a compelling case for improving the quality of early childhood services; and (2) bring additional resources into the early childhood system. Chapter 1 presents an overview of the issues and introduces the key concepts of the National Association for the Education of Young Children (NAEYC) Full Cost of Quality campaign. Chapter 2 provides an economic perspective that explains the lack of affordable, high quality early childhood care and education. Chapter 3 outlines the costs of failure to provide high quality care for children and its effects on the children, their families, and their teachers and caregivers.

Chapter 4 offers an overview of NAEYC's criteria for high quality early childhood programs, while chapter 5 presents NAEYC's position statement on guidelines for compensation of early childhood professionals. Chapter 6, which is tailored to programs in centers, schools, and family child care homes, presents a framework and data for estimating the full cost of high quality care, and Chapter 7 provides a guide for organizing a community coalition focussed on strategies for reaching that full cost. A list of resource organizations and materials, and worksheets and information about NAEYC, are appended. (RH)

ED 327 388 SE 051 834

Hearing on H.R. 3684, the National Environmental Education Act.
Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 19 Apr 90
NOTE- 184p.; Contains some light, small and broken type which may not reproduce well. Serial No. 101-103.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; *Environmental Education; *Federal Legislation; Financial Support; *Government Role; Hearings; Science Education; *Secondary School Science
IDENTIFIERS- Congress 101st; Proposed Legislation

Many recognize the need for an adequate environmental education in the United States. The National Environmental Education Act of 1990 was designed to give federal support to the establishment of an Office of Environmental Education and other support for environmental education. This hearing includes testimony from John H. Chafee, U.S. Senator from the State of Rhode Island; John Denver, Windstar Foundation; William K. Reilly, U.S. Environmental Protection Agency; Gary San Julian, National Wildlife Federation; Terry Wilson, Western Kentucky University; Darryl Roberts; Steven Kussman, Alliance for Environmental Education; and Kathleen Blanchard, Quebec-Labrador Foundation. Prepared statements, supplementary materials, and letters from the American Gas Association, the American Institute of Biological Sciences, Kathleen Blanchard, John Chafee, Peggy Cowan, John Denver, Patty Finch, John T. Grupenhoff, Steve Kussman, Matthew G. Martinez, June McSwain, George Miller, The National Association of Public Television Stations, the National Association of State Foresters, Major R. Owens, John Padalion, William K. Reilly, Darryl Roberts, Gary San Julian, Allan J. West, and Terry Wilson are appended. (CW)

ED 327 472 SO 030 476

Economics: Economics IA, AP Microeconomics IA, AP Macroeconomics IA.
Fort Worth Independent School District, Tex.
PUB DATE- 89
NOTE- 131p.; For related documents, see SO 030 470-475.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Placement; *Economics; Instructional Materials; Learning Activities; Resource Materials; Secondary Education; Social Studies; Student Educational Objectives; Teaching Methods; Units of Study
IDENTIFIERS- Fort Worth Independent School District TX; *Macroeconomics; *Microeconomics

This curriculum guide to economics, advanced placement microeconomics and advanced placement macroeconomics in Fort Worth (Texas) schools contains the following materials: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands that define specific expectations for students, prekindergarten through grade 12; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units that show the instructional planning/thinking processes used by teachers; and bibliographies, annotated lists of school and community resources, reading lists, and additional supplementary materials. (DB)

ED 327 049 EC 233 228

Home Visiting: A Promising Early Intervention Strategy for At-Risk Families. Report to the Chairman, Subcommittee on Labor, Health and Human Services, Education, and Related Agencies, Committee on Appropriations, U.S. Senate.
Comptroller General of the U.S., Washington, D.C.
PUB DATE- Jul 90
NOTE- 108p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *At Risk Persons; *Early Intervention; Federal Legislation; *Government Role; Health Services; *Home Programs; *Home Visits; Infants; Mothers; *Program Design; Program Effectiveness; Social Services; Young Children
IDENTIFIERS- Social Security Act Title XIX

The report reviews home visiting as an early intervention strategy to provide health, social, education, or other services to improve maternal and child health and well-being. The report describes: (1) the nature and scope of existing home-visiting programs in the United States and Europe; (2) the effectiveness of home visiting; (3) strategies critical to the design of programs that use home visiting; and (4) federal options in using home visiting. Among conclusions concerning effectiveness are various lasting indicators of improved child well-being and development, and reduced need for more costly services. Critical program design components such as developing and utilizing clear program objectives are identified. Improved federal coordination is encouraged, as is Congress's consideration of amending Title XIX of the Social Security Act to provide home visiting services for high-risk mothers and infants as an optional Medicaid service. Recommendations to the Secretaries of Health and Human Services and of Education include: making existing materials on home visiting more widely available; encouraging the systematic evaluation of costs and benefits associated with home visiting services, and charging the Federal Interagency Coordinating Council with coordinating home-visiting initiatives. Five appendixes include a description of programs visited and comments on the report. (DB)

Task Force Report on Postsecondary Education Funding: 1988-1989.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Financial Support; Higher Education; Loan Default; Loan Repayment; *Need Analysis (Student Financial Aid); Needs Assessment; Paying for College; Postsecondary Education; Scholarship Funds; *State Programs; Student Costs; Student Educational Objectives; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Maine; Maine Student Incentive Scholarship Program; Perkins Loan Program; Stafford Loan Program

The report presents recommendations of Maine's Task Force on Postsecondary Education Funding, which examined the effectiveness of existing postsecondary financial aid programs serving Maine students and identified ways to ensure that costs of postsecondary education are affordable for aspiring and qualified students. After a statement of financial aid principles (e.g., student aid based on need and student choice), recommendations concerning the evaluation of student and parent aspirations are presented. The following topics are briefly discussed: Stafford loan programs; secondary market activities; the Perkins loan program; nonfederal college loans; other nonfederal loans; delinquencies, defaults, and debt; investment programs; early savings; educational savings plans design components; loan origination and related services; and the Maine Student Incentive Scholarship Program. Many of these discussions offer comparisons with other states and recommendations for Maine. Appendices include definitions of higher education funding terms, a table of default rates by state, and other supporting data. (DB)

ED 327 096 HE 024 113

Krepel, Thomas L.; Grady, Marilyn L.

College and University Planning for State Legislative Relations: Lessons from a Case Study.

PUB DATE- 25 Jul 89
NOTE- 21p.; Paper presented to the Society for College and Planning (Denver, Colorado, July 25, 1990)
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; Case Studies; College Planning; Community Colleges; *Government School Relationship; Higher Education; Institutional Advancement; Land Grant Universities; *Lobbying; Long Range Planning; Planning; Post Secondary Education; Public Officials; *State Aid; *State Legislation; *State Universities
IDENTIFIERS- Environmental Scanning

Authorities responsible for promoting the cause of public higher education in state legislatures lack appropriate planning guidelines for state legislative relations. A state legislative plan was developed and initiated by a land-grant university with the aim of improving the commitment of state resources to the institution. Appropriations requested and realized were considered the primary measure of plan efficacy. Actual implementation of the planning process has suggested that effective and efficient planning for state legislative relations should include: (1) the incorporation of a continuous environmental scanning process to determine changes in issues, participants and attitudes, both external and internal to the institution; (2) assessment, evaluation and feedback components to assure institutional goal attainment; and (3) development of a continuous year-round process to assure the political viability of institutional decision-making. Charts showing the institutional plan and the planning model for state legislative relations are appended. Includes nine references. (LT)

ED 327 112 HE 024 142

Adelman, Clifford

Light and Shadows on College Athletes: College Transcripts and Labor Market History.

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 90

NOTE- 47p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Academic Achievement; Academic Records; *Athletes; Basketball; Black Students; *College Athletics; Colleges; College Students; Comparative Analysis; Course Selection (Students); Economic Opportunities; *Educational Status Comparison; Education Work Relationship; Employment Opportunities; Football; Higher Education; Intramural Athletics; Labor Market; Noncredit Courses; Physical Education; Scholarships; *Socioeconomic Status; *Student Characteristics; Theater Arts

IDENTIFIERS- *National Longitudinal Study High School Class 1972

Data from the National Longitudinal Study of the High School Class of 1972 were used to evaluate the contention that big-time college sports exploit athletes, denying them an education that will help them succeed after college. The sample (N=8,101) consisted of six comparison groups of students who attended four year colleges: varsity football and basketball players; varsity athletes in other sports; intramural sports participants; performing arts students; nonathletes; and a residual group who claimed to be active in athletics, identified by transcript entries for "varsity" or "intercollegiate" sports, whether the entries carried credits or not. Major findings of the study include the following: (1) varsity athletes, including football and basketball players complete the bachelor's degree at a reasonable rate, but it takes them longer to do so than other groups, their grades are lower, and their curricula are less demanding; (2) ex-varsity football and basketball players do very well economically in the first decade of their worklives, whether or not they earned college degrees; and (3) at age 32, they had the highest rate of home ownership, the lowest rate of unemployment, but were the most likely to have lower status occupations than other groups. Results suggest that colleges do not exploit athletes but that the near term educational promises colleges make to students are not being kept. Includes 19 references and 17 tables. (LPT)

ED 327 177 IR 014 803

Bialo, Ellen; Sivin, Jay
Report on the Effectiveness of Microcomputers in Schools.
Software Publishers Association, Washington, DC.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- •Academic Achievement; •Computer Assisted Instruction; Educational Environment; Educational Technology; Elementary Secondary Education; Instructional Effectiveness; •Interaction; Microcomputers; Peer Relationship; Student Attitudes; •Student Motivation; Teacher Student Relationship; Teaching Methods

The three reports in this collection are based on research reviews and original research from both published and unpublished sources, covering the years 1986 through 1990, and they reflect the broad array of factors that determine the effectiveness of technology-based instruction. The first report discusses research studying the effects of microcomputers on student achievement. Such studies compared computer-assisted instruction with more traditional instructional methods, and related student achievement to software design, learner characteristics, and implementation decisions. Research demonstrating the power of microcomputers and other educational technologies to motivate students and to improve their attitudes about learning and themselves is discussed in the second report. Finally, the effects of microcomputers on social interaction and relationships within the classroom are examined. Each study included in these reports is cited in the bibliography. (61 references) (DB)

ED 327 192 IR 053 367

Bobinski, George, Ed.
Library and Information Services for Democracy, for Literacy, and for Productivity . Conference Briefs.
New York State Library, Albany.
PUB DATE- 90
NOTE- 93p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Conferences; Government Role; Information Technology; Library Collections; Library Facilities; Library Personnel; *Library Role; *Library Services; Literacy; Productivity; *Public Libraries; Rural Areas; Users (Information)
IDENTIFIERS- *New York; *White House Conference Library Info Services

This issue is designed to provide delegates and other participants in the New York State Governor's Conference in 1990 and the White House Conference on Library and Information Services in July 1991 with an overview of the current status and future needs of libraries and librarianship in the state. Following a message from Mario Cuomo, Governor of New York, the issue presents the following reports: (1) "Steps into the 1990s" (Richard C. Wade); (2) "The Idea of a Library in 2001" (Thomas J. Galvin); (3) "Library and Information Services for Productivity" (Robert Kraushaar and Barbara Beverley); (4) "Libraries, Literacy, and the Information Society" (Helen Huguenor Lyman); (5) "The Library As a Source of Civic Literacy" (Stephen L. Schechter); (6) "Access" (Patricia Glass Schuman); (7) "Saving Our Vanishing Past" (Carole F. Huxley); (8) "Managing Technology for Today's Library Services" (Teresa Strozik); (9) "Government Information Policy for the 1990s" (Sharon S. Dawes); (10) "Libraries and Learning" (Timothy S. Healy); (11) "Library Services and Programs in Public Libraries" (Bruni Verges); (12) "Library Users" (Andrew Geddes); (13) "Staffing" (Janet Steiner); (14) "Collections" (Kathleen Garland); (15) "Library Facilities" (Elaine Cohen); (16) "Who Makes Decisions on Library Services?" (Roberta G. Cade); (17) "Funding for Libraries in New York: A Primer" (Patricia Mautino); (18) "Public Library Services to Rural People" (Bernard Vavrek); (19) "Neighborhood Libraries in 1998: A Futuristic View" (Stanley A. Ransom); and (20) "A 1990s View of Library Systems" (Robert Wedgeworth). Also included in this issue are: "Public Library Services for a Diverse People: The Roles of Federal Government"; "Twelve Years Ago"; and "Regents Advisory Council on Libraries Report to the Board of Regents Cultural Education Committee, May 24, 1990." (SD)

ED 327 207 IR 053 389

The Information Society--A Challenge for Education Policies? Five Case Studies: Denmark, France, Italy, Spain, Turkey.
Council of Europe, Strasbourg (France).
PUB DATE- 89
NOTE- 39p.; Papers presented at a Session of the Standing Conference of European Ministers of Education (16th, Istanbul, Turkey, October 11-12, 1989). For related papers, see IR 390-393.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Literacy; Computer Software; *Distance Education; Educational Strategies; *Educational Technology; Foreign Countries; Higher Education; *Instructional Materials; Secondary Education; Teaching Methods; Teleconferencing
IDENTIFIERS- Denmark; France; Italy; Spain; Turkey

This collection of conference papers consists of a series of five case studies conducted in Denmark, France, Italy, Spain, and Turkey. In Denmark, an exploration of computer conferencing in distance education included an examination of the pedagogical motives for using computer conferencing, the availability of computers in study centers, and future improvements in the conferencing system. The French case study focuses on computer studies in French secondary schools, and includes a brief chronological account of the production and distribution of software in schools, and the philosophy and objectives behind the "joint licence" procedure, i.e., the ability of educators to purchase software at affordable prices unavailable to the public. Projects in Italy, Spain, and Turkey had similar objectives: to highlight the relationship between the mass media and the school, including the sociological and cultural questions underlying the technology, teaching methods and education policies, historical backgrounds, support infrastructures, and software development strategies. Two charts accompany the French case study. (MAB)

ED 327 234 JC 910 047

Opinions of Michigan Citizens about Community Colleges: A Public Opinion Survey of a Cross-Section of 800 Adults Interviewed by Telephone, March 16-23, 1987.

Michigan State Board of Education, Lansing. Project Outreach.

PUB DATE- 87

NOTE- 40p.; One of a series of public opion surveys conducted by Project Outreach. For related documents, see JC 910 046-051, ED 239 766, and ED 260 080.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Education; College Choice; *College Role; *Community Attitudes; *Community Colleges; Public Opinion; Questionnaires; *Role of Education; *School Community Relationship; *Social Attitudes; State Surveys; Student Educational Objectives; Telephone Surveys; Two Year Colleges

IDENTIFIERS- *Michigan

In March 1987, a telephone survey was conducted of a cross-section of 800 adult citizens in Michigan to determine their opinions about Michigan's public community colleges. The survey gathered information on the importance of a college education, reasons for attending college, schools best suited for a particular type of training or education, primary functions of the community college, quality of the education and community services provided by community colleges, interest in college instruction on television, and opinions about the costs of a community college education. Summary data were broken down by sex, race, income, age, and residence. Study findings included the following: (1) 81% of the respondents considered a college education to be "very important"; (2) respondents who expressed an interest in attending a community college gave as their primary reason its close proximity to home; (3) 39% of the respondents considered the opportunity to provide "cultural enrichment" as a very important function of a community college education; (4) 28% of the respondents rated local community colleges as "excellent" in meeting citizens' educational needs; (5) 84% favored having community colleges provide career counseling services to non-students; (6) 86% agreed that community colleges should require incoming students to take basic skills placement tests; (7) 13% disagreed that community college course credits should transfer to a four-year college; and (8) 44% of the respondents felt that community college costs were unreasonable. Data tables and the survey instrument are appended. (JMC)

ED 327 310 PS 019 317

Kubala, Raquel
Creating Positive Parental Perceptions about Play in a Developmental Kindergarten.
PUB DATE- 90
NOTE- 108p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Critical Thinking; Developmental Continuity; *Developmental Programs; Early Childhood Education; Grade 1; *Kindergarten; Learning Processes; Newsletters; Outdoor Activities; *Parent Attitudes; *Play; Preschool Education; *Teacher Workshops

A kindergarten teacher implemented and evaluated a practicum intervention designed to develop positive attitudes among 122 parents concerning their children's learning through play in developmental kindergarten and pre-first grade programs. Teachers reported that parents did not appreciate the benefits of learning through play, and preferred structured academic learning. Play education workshops for parents and a newsletter focusing on play were developed. The four workshops were presented by guest speakers and focused on the topics of: (1) play in learning; (2) the use of critical thinking in play; (3) the importance of playing outside for children's learning; and (4) the use of play in the first grade classroom. Published monthly, the newsletters included articles on play in the classroom, play activities for the home, suggestions for parents about literature on play, and a problem-solving section that enabled parents to ask questions about their children. Evaluation data indicated that the implementation strategy successfully created positive parental perceptions about play. Appendices provide transcripts of interviews, questionnaires and item data, and sample newsletters. Citations number 42. (RH)

ED 327 326 PS 019 367

Helping Children Love Themselves and Others: A Resource Guide to Equity Materials for Young Children.
Children's Foundation, Washington, D.C.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 90
NOTE- 57p.; For a related document, see PS 019 368.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Check Lists; *Childrens Literature; Early Childhood Education; *Family Day Care; *Justice; *Multicultural Education; *Resource Materials
IDENTIFIERS- *Equity Materials

Designed as a companion book to a handbook for family day care providers, this resource guide begins with a checklist for use by those selecting children's books, posters, recordings, and other teaching resources for family day care homes. The second section of the book offers an annotated bibliography of children's literature that includes the best antibias and multicultural books. The third section provides an annotated bibliography of resources for adults. Resources that help caregivers expand their understanding of antibias and multicultural issues were chosen for this bibliography. Many of the books contain information about specific cultures. Others outline learning activities for children. Companies with antibias or multicultural books and materials are listed in the fourth section. Some companies focus on antibias, peace, and multicultural materials; others have only a few items of this sort. (RH)

ED 327 342 PS 019 386

Wells, Sharon

Instructing Primary Teachers To Integrate the Curriculum through an In-Service Program.

PUB DATE- 90

NOTE- 59p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Curriculum Development; *Elementary School Teachers; *Inservice Teacher Education; *Integrated Curriculum; Postsecondary Education; Primary Education; *Teacher Improvement; *Thematic Approach

A practicum intervention designed to enable primary grade teachers to integrate the components of the curriculum by using a thematic approach was implemented and evaluated. Teacher inservice training in developing a theme unit was provided, along with a list of professional references on curriculum integration. Additionally, teachers (n=18) were provided with resources when they needed extra help in organizing the curriculum components. A booklet describing the steps in organizing and integrating the curriculum was developed and presented to teachers. Practicum evaluation data indicated that outcomes were positive. Participating teachers learned a strategy by which to develop a theme to integrate the curriculum. Related materials are appended, including the booklet. Citations number 26. (RH)

The Continuing Dynamics of Education Reform. Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (3rd, Atlanta, Georgia, November 13-14, 1985).

Southern Education Foundation, Atlanta, Ga.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 86
NOTE- 38p.; For a related document, see RC 017 931.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- •Educational Change; •Educational Finance; Educational Improvement; •Educational Policy; Educational Research; Elementary Secondary Education; •Equal Education; Regional Characteristics; Teacher Qualifications; Teacher Supply and Demand
IDENTIFIERS- •Education Revitalization; •United States (South)

In the decade of the 1980s, education reform was dramatic and substantial in the South; virtually every state took steps to improve public education. Most raised the standards for student and teacher performance and increased teacher salaries; some instituted new remedial education programs and early childhood programs for disadvantaged children. All increased state funds for education, either from revenue growth under existing tax structures, or from new taxes. This booklet summarizes the proceedings of a conference on southern education which focused on the continuing dynamics of education reform. Topics of the conference included: (1) governors as educational leaders; (2) effects of educational reform; (3) challenges to education reform; (4) testing; (5) teacher quality and supply; (6) education as viewed by the U.S. Department of Education; (7) the problems and possibilities of research in education; (8) the continuing equity issues; and (9) the philanthropic response to education reform. A list of conference participants is included. (ALL)

A Colloquium Review of Pirates of the Cell: The Story of Viruses from Molecule to Microbe, with Selected Readings from Popular Periodicals and Research Journals.
Hagerstown Junior Coll., Md.
PUB DATE- 90
NOTE- 35p.; Readings presented at a Colloquium (Hagerstown, MD May 17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) a
DESCRIPTORS- Biology; *Cancer; *Cytology; Disease Control; Diseases; Microbiology; Reading Materials; *Resource Materials; Science Education; *Viruses

This colloquium book review (occasioned by Andrew Scott's "Pirates of the Cell") contains seven selected readings from popular periodicals and research journals. It is designed to eliminate some of the mental barriers that many have to topics like molecular biology and virology. Included are: (1) "What Is A Virus?" (William D. Elliot); (2) "The Host Cell And Its Metabolic Machinery" (Richard J. Montgomery); (3) "Common Themes in Viral Replication: Lysis and Lysogeny" (Shan Loganathan); (4) "The Body's Response to Viral Invasion" (Robert G. Robertson); (5) "Viral Alteration of Host Cell Function" (Judith N. Peisen); (6) "The Link Between Viruses and Cancer" (Elaine R. Ashby); and (7) "To Fool a Virus--Chemical Mimics" (Robert G. Stenger). The introduction to this compilation is by Judith N. Peisen. Appended is a reading list of books and periodicals. (KR)

Mathematics Curriculum Guide Algebra I. Bulletin 1987, No. 48.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 87
NOTE- 358p.; For related documents, see SE 051 846-852.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Algebra; Course Content; Equations (Mathematics); Fractions; Instructional Materials; *Learning Activities; Mathematical Concepts; Mathematics Education; Mathematics Skills; Numbers; Polynomials; Problem Solving; Secondary Education; *Secondary School Mathematics; Standardized Tests; State Curriculum Guides; *Teaching Methods; Word Problems (Mathematics)
IDENTIFIERS- Alabama

This guide is designed to help classroom teachers implement the Alabama Course of Study: Mathematics K-12. It is inclusive also of the objectives tested by the Stanford Achievement Tests and the Alabama Basic Competency Tests. One characteristic of the curriculum guide is that it clearly states what students should learn in each grade level. These objectives are called student outcomes and appear in the table of contents. The majority of the material, however, consists of classroom activities that lead students to the desired outcomes. The curriculum guide specifies what to teach as well as ways to teach it. Each section of the guide contains a specific table of contents, which lists what students should learn; activities; original sources; and student outcomes. Activities are preceded by a description of the area of mathematics covered, the specific student outcomes that are addressed in the activities, and notes for the teacher, which convey information important for effectively carrying out the activities. Topics include symbols, numerals, signed numbers, open phrases, open sentences, solution sets, postulates, properties of operations, monomials, polynomials, equations, inequalities containing one and two variables, word problems, special products, factoring, operations with fractions, first degree equations, real numbers, and quadratic equations. (KR)

ED 327 420 SE 051 867

3-2-1 Contact Teacher's Guide.

Children's Television Workshop, New York, N.Y.

PUB DATE- 88

NOTE- 53p.; For related documents, see SE 051 868-870. Contains some colored pages which may not reproduce well. 3-2-1 Contact can be taped off the air for in-school use. The tapes must be erased within three years of taping.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Animals; Aviation Education; Biology; *Educational Television; Elementary Education; *Elementary School Science; Foreign Countries; Human Body; Instructional Materials; Learning Modules; Marine Biology; Physics; Programing (Broadcast); Public Television; Resource Units; *Science Activities; Science and Society; Science Education; Teaching Guides; Teaching Methods; Technology

This guide to the television program 3-2-1 Contact covers 20 theme weeks. The program is designed to bring students into closer contact with the science and technology in their everyday lives. This guide includes: (1) a brief introduction to the contents of each week's shows; (2) a detailed discussion of each week's primary concepts as well as suggested activities that extend or reinforce the concepts; (3) presentations focusing on individual segments selected as particularly useful in classroom situations and suggested activities; (4) reproducible student activity pages. Topics include the tropics, light, farms, signals, oceans, motion, eating, Japan, detectives, architecture, mammals, modeling in science, the air and flying, Antarctica, human body, Australia, structures, Greece, and islands. (KR)

Galabawa, C. J.
Implementing Educational Policies in Tanzania. World Bank Discussion Papers No. 86. Africa Technical Department Series.
World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 45p.; For related documents, see SO 030 302-310.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- African Studies; Colonialism; Developing Nations; Economic Development; *Educational Development; *Educational History; Educational Planning; *Educational Policy; Educational Research; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; Primary Education
IDENTIFIERS- *Tanzania

Of the three East African British colonies (Kenya, Uganda, and Tanzania), Tanzania was the least well off at the time of independence in 1961. At that time, only 16,691 students were enrolled in secondary schools, and all general education at higher levels was provided outside the country. Thus, the goals of post-independence educational policy were the distribution and equalization of educational opportunities and the expansion of the system at all levels, including the attainment of universal primary education. This report reviews the initial evolution and implementation of educational policies through government (5-year development plans. From 1969-1978, the Education for Self-Reliance (ESR) program became the basis for all major educational policy changes. The final section of the report evaluates the implementation and success of educational policies and finds that the emphasis on achieving universal primary education has led to a system where there are secondary school places for only 4 percent of primary school graduates. The author reviews the financial and macroeconomic circumstances, educational theories and internal and external efficiency criteria that inform the debate about educational quality and ESR, which stressed that education should help to promote a socialist transformation of society, and which emphasized preparation for rural and community life over theoretical knowledge, particularly at the primary level. The report finds that some policy objectives were contradictory and that, in the short run, quantitative and efficiency objectives have been incompatible. (Author)

ED 327 453 SO 030 409

Harwood, Angela M.; Hahn, Carole L.
Controversial Issues in the Classroom. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Citizenship Education; Class Activities; Classroom Environment; *Controversial Issues (Course Content); *Critical Thinking; Discussion (Teaching Technique); Elementary Secondary Education; Learning Strategies; Skill Development; Social Studies; Student Educational Objectives; Teaching Methods
IDENTIFIERS- ERIC Digests

The essence of a healthy democracy is open dialogue about issues of public concern. An integral part of the training of young citizens, therefore, includes the discussion of controversial social, political, and economic policies. The use of classroom discussions as a pedagogical technique to examine controversial issues is explored by considering: (1) the nature of controversial issues discussions; (2) the importance of discussion in social studies instruction; (3) what is known about the use of controversial issues discussions in social studies; and (4) suggestions for implementing controversial issues discussions in the classroom. (DB)

ED 327 221 IR 053 516

Schamber, Linda

Distance Education and the Changing Role of the Library Media Specialist. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 4p.; This digest is based on a monograph, "Distance Education and the Changing Role of the Library Media Specialist," by Michael A. Burke, which is in the ERIC database as ED 321 775.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cooperative Planning; *Distance Education; *Educational Technology; Elementary Secondary Education; *Futures (of Society); *Learning Resources Centers; *Library Role; *Media Specialists; School Libraries
IDENTIFIERS- ERIC Digests; Librarian Teacher Cooperation

Demographic and economic trends indicate that in the future there will be fewer teachers available to teach growing K-12 school enrollments. In addition to this, public education is also experiencing funding shortages. Distance education seems to provide a solution for both of these problems as it offers an equitable way to distribute educational resources, while at the same time making instruction cost-effective. School library media specialists can contribute to developing distance education programs through their roles as instructional consultant, information specialist, teacher, and technological coordinator. They can help to match information resources to course objectives, teaching and learning styles, and subject content to facilitate more creative thinking and critical analysis among students. It is the lack of involvement of individuals, not the course structure, that is the main obstacle to effective distance education programs. The success of a distance education program depends upon the ability of library media specialists to network with teachers, students, administrators, technical experts, and database vendors. An example of a successful program can be seen in the Bay Area (Wisconsin) Public School District. (References and additional readings are provided.) (MAB)

ED 327 247 JC 910 061

Southwestern College Student Profile, Fall 1990.
Southwestern Coll., Chula Vista, Calif.
PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Day Students; *Enrollment Trends; Evening Students; Longitudinal Studies; Paying for College; School Statistics; School Surveys; *Student Characteristics; *Student Educational Objectives; Student Employment; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students

Intended to inform the governing board, administration, faculty and staff about the general characteristics of students served by Southwestern College (SWC), this annual student profile examines a number of demographic and educational characteristics of fall 1990 students. First, introductory sections provide an overview of demographic and enrollment trends, data sources, study limitations, and differences between day and evening students. The next section presents data on student demographics, including age, sex, ethnicity, employment status, marital status, and sources of financial support. Student program status is considered next in terms of residency patterns, admissions classification (i.e., new, continuing, or returning), and unit load. The final section contains data on students' goals and plans, including information on declared majors, educational objectives, and post-graduation plans. Data in each section are presented for both day and night students, and selected results from previous years' surveys are used to illustrate trends. Highlighted findings include the following: (1) 53% of the fall 1990 student population were female; (2) ethnic minorities comprised 48% of the total student body in 1980 and 65% in 1990, with Hispanics representing the largest ethnic group on campus; (3) 60% of the students worked full- or part-time while attending college, and 49% were self-supporting; (4) 76% of the day students and 45% of the evening students were single; (5) 98% were California residents; (6) among fall 1990 students, 30% were new students, 53% were continuing students, and 17% were returning students; (7) 27% were attending full-time; and (8) 46% intended to transfer to a four-year institution. The bulk of the report consists of data tables and graphs. (JMC)

ED 327 261 JC 910 077

Greenberg, Redge L.
Factors Affecting Achievement in Algebra at a Community College.
PUB DATE- 25 Jan 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (14th, San Antonio, TX, January 24-26, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analyses/State-of-the ART Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; Algebra; Cognitive Style; Community Colleges; *Learning Theories; *Mathematics Achievement; *Personality Measures; *Predictor Variables; Pretests Posttests; Questionnaires; *Student Attitudes; Student Behavior; Student Characteristics; Student Motivation; Two Year Colleges; *Two Year College Students

To better understand the effect of student background, work load, and attitudes on performance in intermediate algebra, a study was conducted in summer 1990 among students at a central Texas community college using pre- and post-course questionnaires completed by 124 of 157 students in 8 sections of intermediate algebra. Respondents were classified as either successful (receiving a course grade of A, B, or C) or unsuccessful (receiving a course grade of D, F, or withdrawing from the course). Variables examined included: mathematics enjoyment, amount of outside help needed to understand course material, and the attribution of failure or difficulty to course structure or quality of instruction. Correlations examined included the extent to which a student's belief in the efficacy of effort predicts effort, and the extent to which the belief that one has high ability and does not have to work hard predicts less effort. Study findings included the following: (1) 92% of successful students and only 56% of unsuccessful students correctly predicted what their course grade would be; (2) 91% of unsuccessful students believed that their achievement was higher than their grades would reflect; (3) for unsuccessful students, a strong correlation was observed between not working hard and the belief that hard work was not necessary because of high ability; and (4) unsuccessful students took a larger course load than successful students. A literature review of the research on behavioral and attitudinal correlates of mathematics achievement, and the study survey instrument are included. (GFW)

ED 327 129 HE 024 190

Huff, Toby E.

Education and Ethnicity in Southeastern Massachusetts. Issues in Planning and Policymaking.

New England Board of Higher Education, Boston, MA.

PUB DATE- Aug 89

NOTE- 10p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Access to Education; *College Attendance; Economic Status; *Educational Attainment; Educationally Disadvantaged; Elementary School Students; *Employment Potential; Ethnic Groups; *Ethnicity; Higher Education; Hispanic Americans; Immigrants; Language Proficiency; Language Skills; Low Income; Minority Groups; *Portuguese Americans; Student Attrition

IDENTIFIERS- Massachusetts (Fall River); Massachusetts (Lowell); Massachusetts (New Bedford)

While the Portuguese community, the largest ethnic group in southeastern Massachusetts, has contributed significantly to cultural life in New England, their participation in the region's educational and worklife has been minimal. This monograph examines the relationship between the socio-economic patterns that have emerged in southeastern Massachusetts and the educational characteristics of the region's Portuguese community (including Cape Verdeans, Azoreans, and Madeirans). Among other findings, the data reported show that: (1) low educational attainment levels prevail among southeastern Massachusetts residents in general; (2) the region has experienced comparatively high unemployment and low personal income; (3) half of the residents age 25 and over have not completed high school; and (4) low high school completion rate affects the numbers of college educated workers in the region since New England higher education institutions and employers draw from a smaller base of high school graduates. It is important that support be given for remedial work with potential dropouts in elementary and high schools, and that adult literacy programs in the region be strengthened. Seven references are included. (LT)

ED 327 473 SO 030 478

Weston, Bonnie Walker

Alleviating Prejudice among Ninth Grade World History Students.

PUB DATE- Aug 90

NOTE- 102p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Class Activities; Ethnic Studies; Grade 9; High Schools; History Instruction; *Intergroup Relations; *Racial Bias; Sociology; Stereotypes; *Student Attitudes; Teaching Methods; World History

The high level of prejudice in an average 9th grade world history class was addressed by the implementation of a custom-designed prejudice reduction program. Lessons were drawn from "The Prejudice Book" (Shiman, 1979); "A World of Difference" (Anti-Defamation League of B'nai B'rith, 1986); and "Hands Across the Campus" (Tiara, 1981). Lessons were selected based on the sensibilities and abilities of the target group. Where possible, lessons from regular world history curricula were incorporated into the practicum topic. Results indicated reduction of prejudice as compared on pre- and posttests. It was concluded that carefully selected prejudice reduction activities and attention to opportunities within the regular curriculum can reduce prejudice. Appendices include sample lessons, surveys, and directions for activities and assignments. Tables provide student data. (Author/DB)

Christie, Frances
The Contributions of Systemic Linguistics to Mother Tongue Education as Developed in Australia.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Linguistic Theory; *Literary Genres; *Native Language Instruction
IDENTIFIERS- *Australia; Registers (Linguistics); *Systemic Grammar

The study of systemic functional linguistics has been particularly relevant to the development of an educational linguistics. Recent theory has viewed language as a tool for mapping experience, with semantics and grammar treated as interrelated, not distinct. To the systemicist, one of the greatest theoretical challenges has been how to account for the manner in which text relates to context. The general response has been in the form of register theory. Systemicists tend to differ over their approach to register theory, principally in the issue of genres and how they are conceived. It is the view of recent Australian systemicists that the terms genre and register are not interchangeable and that both notions are necessary. Australian educational linguists have been seeking to identify the genres valued in the culture, most notably for reading and writing, so they may be made overt objects of teaching and learning in school. A social theory is involved here, with consequences for a pedagogical theory. Genre theorists have been unfairly criticized. Systemic linguistics can assist in the study of educational processes and practices. A 35-item bibliography is included. (MSE)

ED 327 145 IR 014 764

Gordon, George; And Others
Technological Aids in Teaching and Learning.
Strathclyde Univ., Glasgow (Scotland).
PUB DATE- Sep 89
NOTE- 22p.; Product of the Centre for Academic Practice. For a related report, see IR 014 770.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adoption (Ideas); Computer Assisted Instruction; Educational Change; Educational Resources; Foreign Countries; Higher Education; *Instructional Innovation; Instructional Materials; School Surveys; Staff Development; *Teacher Attitudes
IDENTIFIERS- Scotland

This paper discusses a survey of 339 teachers at the University of Strathclyde, Glasgow. The purpose of the survey was to: (1) evaluate the impact of educational technology on teaching and learning at the university; (2) ascertain those areas where staff training and development were required; and (3) determine ways in which both teaching and learning could become more efficacious through the appropriate use of educational technology. Responses pertaining to the impact of educational technology revealed that while most teachers believe that slides, films, and computers would be appropriate aids to teaching, only overhead projectors are used with any frequency by both teachers and students. Responses pertaining to staff development needs revealed that the major areas for concentration are production of overhead projector materials and training in computer skills, computer usage, and computer/classroom integration. Finally, it was determined that several barriers would have to be removed before innovative instructional materials could be used appropriately, including lack of time available to develop innovations; ill-equipped facilities; scarcity of relevant hardware and software; and lack of knowledge, resources, and materials. (5 references) (DB)

ED 327 162 IR 014 787

Tucker, S. A.; And Others

Training University Faculty To Integrate Hypermedia into the Teacher Training Curriculum.

PUB DATE- Mar 90

NOTE- 5p.; Paper presented at the International Conference on Technology and Education (Brussels, Belgium, March 20-22, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; *Evaluation Methods; Higher Education; *Hypermedia; Instructional Materials; *Multimedia Instruction; Photographs; Professional Development; Program Evaluation; *Schools of Education; Teacher Education

IDENTIFIERS- HyperCard; University of South Alabama

Funded under the Apple Model Program for the Integration of Computers in the Preparation of Educators, the University of South Alabama began a 3-year project in 1989 to train faculty in its College of Education to incorporate hypermedia into their curriculum. HyperCard was selected as a course presentation and development tool because of its relatively short learning curve, reasonable cost, and potential for immediate benefits. Other project goals were to supply all faculty with a personal computer, design and develop multimedia instructional materials, and operate a multimedia laboratory. Evaluation of the program concentrated on program context, process, and product. Data sources included review of project proposals, analysis of internal evaluation data, visitation to field applications, interviews, and photo-interviews. Photography was chosen as an evaluation method because of its holistic quality, the volume of detail it provides, and the role it plays as a source of discussion. Results of the program evaluation reveal that: (1) most early adopters had prior experiences with technology; (2) HyperCard has been used by program participants in presentations, interactive video and animation projects, and reading analysis; (3) the biggest need cited for skills training was "time to practice"; (4) photo-interviews yielded rich data and provided a means to describe and explain the program and its consequences; and (5) photo-interviewing can serve as an instructional as well as an evaluative strategy given the projective nature of visual images. (DB)

ED 327 277 PS 019 194

Layzer, Jean I.; And Others
Evaluation of Project Giant Step. Year Two Report: The Study of
  Program Effects. June 1990.
Abt Associates, Inc., Cambridge, Mass.
PUB DATE- Jun 90
NOTE- 153p.; For Executive Summary, see ED 316 337.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Community Programs;
  *Disadvantaged Youth; Early Childhood Education; *Emotional
  Development; Faculty Mobility; *Family Programs; *Program
  Evaluation; *Social Development; Urban Areas
IDENTIFIERS- *New York (New York)

This volume presents the findings of the second year of a 3-year evaluation of Project Giant Step, focussing on the effects of the project on children, families, and staff. Begun in the fall of 1986, Project Giant Step is a half-day comprehensive program for 4-year old, low-income children and their families in New York City who are not served by other programs. Chapter 1 provides an overview of the evaluation. Chapter 2 describes the sample, while Chapters 3 and 4 present findings on participating children's cognitive achievement and social and emotional functioning. Chapter 5 describes changes in Giant Step families, and Chapter 6 discusses the program's effects on staff, and particularly on staff mobility. An appendix provides information on the study's methodology. (RH)

ED 327 293 PS 019 268

McWilliam, R. A.; Bailey, Donald B., Jr.
Factors Influencing Child Engagement in Mainstream Settings.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Age Differences; Age Groups; *Day Care Centers; *Disabilities; Early Childhood Education; *Individual Characteristics; Learning Activities; *Mainstreaming; Preschool Children; *Social Environment; *Student Participation; Toddlers

Effects of two environmental variables, activity type and age groupings, and two child variables, age and handicapping condition, were examined with respect to the engagement of toddlers and preschoolers in a mainstreaming day care center. The construct of engagement is predicated on the assumption that the more time an individual spends attending to and interacting with his or her surroundings, the more opportunities he or she has to learn. A total of 48 children were observed on 8 occasions each during either free play or structured activities. Findings indicated that age had little effect on engagement with adults, but was associated with overall engagement. Engagement with materials was associated with age by grouping interaction. Structured activities promoted engagement with adults and free play promoted engagement with peers. Both children with handicaps and normally developing children engaged with peers more in free play than in structured activities. Children with handicaps spent almost three times as much time observing as playing in free play and over twice as much time observing as playing in structured activities. Younger children were more likely to be engaged with materials in same-age groups, and older children more likely to be engaged with materials in mixed-age groups. Results are discussed in terms of implications for future research and recommendations for practice. (30 references) (Author/RH)

Akers, Belle L.
"It Was a Calm, Quiet Sea...": Using Children's Literature.
PUB DATE- Jan 90
NOTE- 27p.; Paper presented at the Annual Northern California Kindergarten Conference (9th, San Francisco, CA, January 19-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Grade 1; *Kindergarten; *Learning Activities; *Multicultural Education; Primary Education; Resource Materials

This paper profiles learning activities for kindergartners and first graders that involve the use of literature. Numerous citations of literature for kindergarten children are provided. Curriculum components that have been used successfully in kindergarten and the first grade are addressed in a list of titles organized by theme and author, including bears, fantasy (Halloween preparation), animal friends, general literature, multicultural literature, and poetry. Classbooks and classbook topics are described. The list continues with citations for literature appropriate for reading aloud. Guidelines for creative projects, dioramas, bulletin board stories, and dramatizations are provided. Additional curriculum components recommended for the first grade include story maps, approaches to teaching skills with literature, and topics for creative writing activities. A language development program that involves child-centered activities for exploring storybooks from prekindergarten through the second grade is discussed. The paper concludes with citations and class projects on such favorite themes as winter, ocean life, fish, rain, animals, farms, mice, trees, and birthdays. (RH)

Helping Children Love Themselves and Others: A Professional Handbook for Family Day Care.
Children's Foundation, Washington, D.C.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 90
NOTE- 147p.; For a related document, see PS 019 367.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Early Childhood Education; *Family Day Care; Guidelines; *Justice; *Learning Activities; *Multicultural Education; *Program Development; Resource Materials
IDENTIFIERS- *Equity Materials

An anti-bias, multicultural approach to family day care is presented in this book. Part A provides a rationale for such an approach; Part B outlines ideas for children's anti-bias, multicultural projects; Part C describes children's books and adult resources, and lists sources of hard-to-find items such as multicultural dolls and puppets. Subsections of Part A concern family day care as as a site for the transmission of bias; characteristics of an anti-bias, multicultural approach; language and stereotypes; developmental tasks at different ages; parents as partners; the family day care environment; and strategies to use with children. Subsections of Part B describe anti-bias, multicultural activities; and offer guidelines for celebrating nontraditional holidays. Subsections of Part C offer a checklist for books, toys, and materials; an annotated bibliography of 301 items of children's literature that are indexed according to gender of the main character, the race/culture of the main culture, multiethnic content and other characteristics, such as special need content and strong anti-bias message; an annotated bibliography of 32 resources for adults; a list of companies with anti-bias and/or multicultural books and materials; and a list of resource organizations. Fifty-seven references are included. (RH)

ED 327 343 PS 019 389

Cox, Marlene
Basic Handwriting.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Foreign Countries; Glossaries; Guidelines;
*Handwriting; *Language Arts; *Program Development

This Tasmanian handbook for teachers describes a handwriting program that helps children develop a technique that enables them to easily produce a legible and fluent personal handwriting style. An initial overview of the program is followed by sections that focus on activities for development of handwriting skills, the process of planning the program, handwriting in the language arts program, and handwriting across the curriculum. A glossary is provided. (28 references) (RH)

ED 327 389 SE 051 835

Arenz, Bernard W.; Lee, Miheon J.

Gender Differences in the Attitude, Interest and Participation of Secondary Students in Computer Use.

PUB DATE- 90

NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Uses in Education; *Females; Science Education; Science Equipment; Secondary Education; *Secondary School Students; *Sex Differences; *Student Participation

The lower level of participation of females in computer science courses is a continuing concern for educators. A number of different reasons for this lack of participation have been put forward, including differences in attitudes, bias, role models, differential treatment by classmates and teachers, patterns of computer use, availability of computers and their associated subject areas. This series of studies, conducted over a three year period, examines potential factors affecting computer course participation by males and females in middle and high school grades. Differences in role models, attitudes, interest and computer use between gender as well as within gender were found to exist which may contribute to a continuing stereotype of computers as a male domain. (Author)

Johnson, Jeffrey R.
Teaching about China. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Area Studies; Asian Studies; *Chinese Culture; Comparative Education; Current Events; *Curriculum Development; Foreign Countries; Foreign Culture; Global Approach; *International Relations; International Studies; Multicultural Education; Political Issues; Secondary Education; Social Studies; Stereotypes; *Teaching Methods
IDENTIFIERS- *China; Chinese People; ERIC Digests

In spring 1989, the United States watched intently as televised reports relayed the events unfolding in Beijing's (China) Tiananmen Square. This concern for a people whose culture and political institutions are significantly different reflects a continuing and compelling interest in China. Although historians and journalists in the United States long have observed a "special relationship" between the two countries, which has included periods of optimistic friendship as well as tragic conflict, China studies have been neglected in U.S. classrooms. Where it is not overlooked, China is too often the victim of stereotyping or specious generalizations. To encourage effective teaching about China, this ERIC Digest examines: (1) the political status of China; (2) reasons for teaching about China; (3) approaches to teaching about China; and (4) China's place in the pre-collegiate curriculum. (DB)

ED 327 081 HE 024 095

Scheetz, L. Patrick
Recruiting Trends 1990-91: A Study of 549 Businesses, Industries, Governmental Agencies, and Educational Institutions Employing New College Graduates. 20th Anniversary Abridged Edition.
Michigan State Univ., East Lansing. Career Development and Placement Services.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- College Graduates; *Employer Attitudes; *Employment Opportunities; *Employment Patterns; Employment Statistics; Higher Education; *Labor Market; National Surveys; *Recruitment; Salaries; *Trend Analysis
IDENTIFIERS- *Recruiting Trends Survey

This summary of recruiting trends survey reviews the expectations of employers hiring new college graduates for the 1990-91 college labor market and is based on a national survey of 549 businesses, industries, service sector employers, government agencies, military services, and school districts. Survey questions focused on anticipated changes in hiring trends for new college graduates. Results are summarized under the following headings: job opportunities for the class of 1990-91, hiring quotas for 1990-91, starting salary averages and anticipated increases, starting salary averages by employer group, factors influencing the 1990-91 job market, job categories experiencing most growth, influences of Iraqi invasion of Kuwait on job market, qualities desired in new college hires, job opportunities by geographical region, overseas/international job opportunities, percentage of minorities hired, percentage of women hired, percentage of handicapped persons hired, campus recruitment activities, salaried employees laid off by employers, sources of new college graduates hired, career objectives on resumes, grade point averages and other indicators of future job performance, changing attitudes and interests among college students, positions available to liberal arts majors, turnover among new technical and non-technical college hires, techniques used for the reduction of turnover, and job opportunities for career changers. (DB)

ED 327 097 HE 024 114

Jones, Maxine D.; Richardson, Joe M.
Talladega College: The First Century.
PUB DATE- 30 Mar 90
NOTE- 340p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Black Colleges; Chronicles; *College Environment; Economic Impact; Enrollment; Higher Education; History; Institutional Research; Leadership; Public Relations; Racial Bias; *School Administration; *School Community Relationship
IDENTIFIERS- Ku Klux Klan; *Talladega College AL

The book presents the history of the growth, development, and significance of Alabama's Talladega College, a black liberal arts college, from its inception in the 1860s through the student protest movement more than a century later. The historical account emphasizes such college issues as finance, enrollment, students, educational policy, and the school's relationship with both its black and white neighbors. The history describes the school's first decades as it struggled against poverty, white hostility, Ku Klux Klan threats, and internal dissension while at the same time producing teachers and ministers for Alabama schools and churches. During the mid-1920s Talladega emerged as a first-rate liberal arts college under the leadership of James T. Cater, the school's first black dean, while in the 1930s Talladega achieved a high level of democracy by allowing faculty and students a large role in policy making. The firing of Adam D. Beittel in 1952 as a result of internal bickering culminated in the appointment of Talladega alumnus Arthur D. Gray, the school's first black president. The administrations of Gray and of his successor, Herman H. Long, are described and a chapter on students in the civil rights era completes the story of the college's first century. The book includes an index and a bibliography of manuscripts, government documents, books, articles, brochures and pamphlets, dissertations, theses, and other unpublished materials. (GLR)

ED 327 178 IR 014 804

Walker, Beverly J.; And Others
Telecommunications: Electronic Tools for Chicago School Reform.
Report Summary.
North Central Regional Educational Lab., Elmhurst, IL.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Instructional Effectiveness; School District Autonomy; *School Districts; *Telecommunications; *Urban Education
IDENTIFIERS- *Chicago Public Schools IL; Local School Councils

This document summarizes results from a study concerning the ways in which telecommunications might be used to support school reform initiatives in Chicago, Illinois, particularly of Local School Councils (LSCs) and staff development activities across a sample of 283 schools. Results from the study suggest that telecommunications can be used to enhance and extend the quality and quantity of information and training available to parents and community members serving on LSCs and to teachers and administrators working for the Chicago Public Schools. Five questions emerged from an analysis of the study findings and are discussed in the report: (1) What is telecommunications and how is it being used in other school systems? (2) How can telecommunications serve the needs of LSCs and education professionals in Chicago? (3) What can and should be done immediately? (4) What can and should be one over the long term? and (5) How will telecommunications help the Chicago public schools. Fourteen recommendations include 10 suggestions for what should be done immediately, and four for what should be done in the long term. (DB)

ED 327 208 IR 053 390

Eraut, Michael
The Information Society--A Challenge for Education Policies? Policy Options and Implementation Strategies.
Council of Europe, Strasbourg (France).
PUB DATE- 89
NOTE- 75p.; Paper presented at a Session of the Standing Conference of European Ministers of Education (16th, Istanbul, Turkey, October 11-12, 1989). For related papers, see IR 053 389-393.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Software; Curriculum Design; *Curriculum Enrichment; *Educational Policy; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; Media Research; *Policy Formation; *Program Implementation; Science and Society; Student Developed Materials; Teacher Education
IDENTIFIERS- Europe (West); Information Skills; *New Information and Communication Technologies

Intended to clarify the nature of the curriculum debate and to indicate the issues that need to be considered when formulating curriculum policy, this paper begins with a review of the educational reasons for using the New Information and Communication Technologies (NICT) and the thinking and experiences which lie behind them. Ways in which the existing educational infrastructure may be adapted to introduce the NICT are suggested, as well as some benefits of an NICT enhanced education, including the effective achievement of existing goals by computer-assisted learning, the development of information-handling and communication skills or prevocational skills in computer science and technical graphics, and the production of media by the students. A discussion of problems encountered when computers are introduced into the classroom is followed by consideration of the school-level policy and management issues involved in the implementation of such programs. The paper concludes with an examination of national policies for introducing computers into education with a special focus on software development and teacher training. The 105-item bibliography includes some materials in German. (MAB)

ED 327 372 SE 051 816

Pannwitt, Barbara
Planet Earth's Place in the Educational Sun.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Jan 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) P
DESCRIPTORS- *Earth Science; *Elementary School Science; Elementary Secondary Education; Program Descriptions; Resource Materials; *Science Curriculum; Science Education; *Science Materials; *Secondary School Science; Teaching Methods; *Telecommunications

The focus of this curriculum report is on the earth sciences in the K-12 curriculum. High technologies have combined to produce telecommunications, the newest aid and impetus to earth sciences education. Listed in this report are educational service organizations and individual schools that have this service. Included are the names, addresses, and a description of each program. Examples of earth science curriculum programs are also included for both high school and elementary school. The name, address, and a description of each program is listed. (KR)

ED 327 405 SE 051 852

Mathematics Curriculum Guide Unified Geometry. Bulletin 1987, No. 53.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 87
NOTE- 242p.; For related documents, see SE 051 846-851.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Congruence (Mathematics); Course Content; *Geometric Concepts; Geometric Constructions; Geometry; Instructional Materials; *Learning Activities; Mathematical Concepts; Mathematics Education; Mathematics Skills; Problem Solving; Secondary Education; *Secondary School Mathematics; Standardized Tests; State Curriculum Guides; *Teaching Methods; Transformations (Mathematics)
IDENTIFIERS- Alabama

This guide is designed to help classroom teachers implement the Alabama Course of Study: Mathematics K-12. It is inclusive also of the objectives tested by the Stanford Achievement Tests and the Alabama Basic Competency Tests. One characteristic of the curriculum guide is that it clearly states what students should learn in each grade level. These objectives are called student outcomes and appear in the table of contents. The majority of the material, however, consists of classroom activities that lead students to the desired outcomes. The curriculum guide specifies what to teach as well as ways to teach it. Each section of the guide contains a specific table of contents, which lists what students should learn; activities; original sources; and student outcomes. Activities are preceded by a description of the area of mathematics covered, the specific student outcomes that are addressed in the activities, and notes for the teacher, which convey information important for effectively carrying out the activities. Topics include geometry concepts, points, lines, planes, angles, triangles, similar polygons, circles, geometric solids, locus, coordinate geometry, and transformations. (KR)

ED 327 421 SE 051 868

Square One TV. Curriculum Connections Teacher's Guide.
Children's Television Workshop, New York, N.Y.
PUB DATE- 90
NOTE- 29p.; For related documents, see SE 051 867-870. Contains some colored pages which may not reproduce well. Square One TV can be taped off the air for in-school use. The tapes must be erased within three years of taping.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Educational Games; *Educational Television; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Graphs; Instructional Materials; *Interdisciplinary Approach; Language Arts; *Learning Activities; Learning Modules; Mathematics Education; Mathematics Skills; Metric System; *Problem Solving; Programing (Broadcast); Social Studies; Teaching Guides; Teaching Methods; Time
IDENTIFIERS- *Square One TV

This cross curriculum guide links mathematics, language arts, and social studies. The guide is divided into two sections. The first section provides a series of language arts activities and the second social studies activities. Within these two curriculum areas, the activities provided are based on three Square One TV formats: (1) Mathnet, the detective serial that wraps up each episode of the program; (2) the game shows, which integrate mathematics into popular game show formats; and (3) the commercials, which parody television advertisements. Each two-page spread provides two short activities to spark interest and discussion, and a step-by-step activity with a reproducible student page. Follow-up activities are also included. Topics include time, estimation, weights, graphing, and the metric system. The curriculum goals of this program are also included. (KR)

ED 327 474 SO 030 479

McCollister, Beverly Chase

The Design and Implementation of a Program for Increasing Recognition and Appreciation of American Songs in Conjunction with the Teaching of American History to Gifted Fifth Graders in a Self-Contained Classroom.

PUB DATE- Aug 89
NOTE- 101p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academically Gifted; Class Activities; *Curriculum Development; Grade 5; *Interdisciplinary Approach; Intermediate Grades; Music Activities; *Music Education; Teaching Methods; *United States History

This practicum introduces a program that increases the exposure time to music in the elementary classroom by integrating U.S. music with the teaching of U.S. history. A pretest and posttest were employed to identify increases or decreases in students' abilities to identify U.S. music and its relationship to specific lifestyles or periods of U.S. history. In addition, pre- and post-attitudinal appreciation surveys were given. Students participated in music activities in correlation with U.S. history. The results indicated that significant gains were made in the identification of U.S. songs. There also was some increase in the appreciation of U.S. songs. It was concluded that incorporating music in the teaching of U.S. history increases the students' ability to identify songs from specific periods or lifestyles of history while increasing exposure to music in the elementary classroom. Appendices include pretests and posttests, background information on the songs, sample activities, and charts of test scores that were used to evaluate progress and final success. (Author/DB)

ED 327 050 FL 018 880

Kontra, Miklos
Does the Educational Level of Speakers Matter in Hungarian Language Use?
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Attainment; *Educational Change; Educational Quality; Elementary Secondary Education; Foreign Countries; *Grammatical Acceptability; Higher Education; *Hungarian; *Language Patterns; Social Class; Sociocultural Patterns; *Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Hungarian National Sociolinguistic Survey

The standard spoken usage of a language is often referred to as the "educated" version of the language. This study investigated the degree to which this assumption applies to Hungarian. Data were drawn from the 1988 Hungarian National Sociolinguistic Survey of a stratified sample of 850 adult Hungarians. Subjects completed three major types of task, including: grammaticality judgments; spoken sentence completion; and spotting and correcting mistakes in a written passage. The questionnaire used contained heavily stigmatized grammatical features, items of divided usage in verb conjugation, hypercorrect items, items subject to ongoing syntactic change, and other variables. In general, results indicate that educational level of the respondent was not a discriminating factor in any of the 34 grammaticality judgment tasks or the 16 sentence completion tasks. It is suggested that the reason many educated Hungarians speak nonstandard or uneducated Hungarian lies in post-World War II national social history, including democratization of the educational system without increased pedagogical strength to accommodate the larger enrollments, the forced restructuring of Hungarian society, and some pressure to push working-class students into higher education. It is concluded that the equation of educated and standard language usage does not apply in Hungarian in general, but Hungarians whose parents are both university-educated use the standard Hungarian forms of the language. (MSE)

ED 327 113 HE 024 144

Creadick, Jean Polhamus
Financing Higher Education: Alternative Planning and Savings Programs for Hawaii's Families. Report No. 15.
Hawaii State Legislative Reference Bureau, Honolulu.
PUB DATE- 89
NOTE- 189p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Constitutional Law; Educational Finance; Federal Programs; Federal Regulation; Financial Problems; Higher Education; *Paying for College; Program Development; State Legislation; *State Programs; Student Costs; *Student Financial Aid; Student Loan Programs; *Tuition
IDENTIFIERS- *Hawaii; *Tuition Investment Programs

This report examines the facilitation of financing higher education in Hawaii. The report covers financial aid programs available to Hawaii college students, as well as prepaid and guaranteed tuition programs and college savings programs. Following an introductory chapter, Chapter 2 focuses on threshold questions such as state constitutional limitations on state assistance to private schools and federal regulation of financial aid administration by educational institutions utilizing federal financial aid programs. Chapter 3 assesses the magnitude and scope of problems faced by Hawaii's families in financing higher education, using data from financial aid applicants to the University of Hawaii system. Chapter 4 describes existing financial aid programs in Hawaii and addresses the issue of families and students whose financial needs are not currently being met. Chapter 5 surveys federal, state, and private education savings and financial assistance programs. Chapter 6 addresses the development of a workable assistance program for financing higher education, assessing constitutional and federal limitations, policy considerations, prices as incentives, and refundability. The final chapter recommends specific financial assistance programs. Appendices contain relevant state legislation, information on paying for college and receiving financial aid, and 1988-89 data on financial aid for University of Hawaii students. (JDD)

ED 327 193 IR 053 369

Reciprocal Borrowing Patterns in the North Suburban Library System.
Able Consultants, DeKalb, IL.
SPONS. AGENCY- North Suburban Library System, Wheeling, IL.
PUB DATE- Jun 90
NOTE- 497p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Library Circulation; Library Materials; *Library Networks; Library Statistics; Library Surveys; Library Technical Processes; *Public Libraries; Questionnaires; Tables (Data); *User Needs (Information); *Users (Information); *Use Studies
IDENTIFIERS- *North Suburban Library System IL

During a 5-day period in 1990, a total of 1,401 reciprocal borrowers in the North Suburban Library System (NSLS) received questionnaires asking about their choice of library and other aspects of borrowing behavior to provide data on the reciprocal borrowing characteristics and patterns within the system. This survey was designed to identify the major variables for use of the Reciprocal Borrowing Program (RPB) and to determine the relative priorities of importance for individuals using RBP in the system. The variables studied included the reason for the library visit, the sex and age group of the reciprocal borrowers, the peak times for specific types of borrowing, and the correlation between the amount of reciprocal borrowing and a library's collection strength and accessibility. Specific libraries were identified as to their lending/borrowing ratios, as well as the direction of lending flows from the host libraries. Those surveyed indicated which type of media they were more likely to borrow, how they had learned about reciprocal borrowing, and their reactions to and complaints about the reciprocal borrowing feature. The narrative report includes a background statement; an executive summary; the survey instrument; frequency results; brief descriptions of the rationale for the study and the methodology used; an explanation of the study sample; and breakdowns of the data and discussions of the reasons for the library visit and the choice of library, the number of items borrowed, use of multiple libraries, geographic patterns of use, materials borrowed, and sources of knowledge of reciprocal borrowing. Also included in this document are a summary of open-ended comments by respondents, and three appendices: "Meetings with NSLS Library Personnel (a report on focus group meetings with library directors and circulation staff)"; "Open-Ended Comments by Home and Host Libraries"; and "Home Library 'Data Dump.'" The appendices make up the major part (451 pages) of the report. (MAB)

ED 327 235 JC 910 048

Opinions and Attitudes of Statewide Community College Students, June 1988.

Michigan State Board of Education, Lansing. Project Outreach.

PUB DATE- Jun 88

NOTE- 53p.; One of a series of public opinion surveys conducted by Project Outreach. For related documents, see JC 910 046-051, ED 239 766, and ED 260 080.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Full Time Students; Part Time Students; Paying for College; Questionnaires; State Surveys; *Student Attitudes; *Student College Relationship; *Student Educational Objectives; Telephone Surveys; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Michigan

In June 1988, a statewide telephone survey was conducted of 1,200 full- and part-time students from the 29 Michigan community colleges. The colleges were classified as rural, urban, and suburban institutions, and a total of 200 part-time and 200 full-time students were contacted from each group. Study findings included the following: (1) while 51% of the full-time students had initially considered attending a four-year college, 58% of the part-time students had not; (2) major reasons cited for selecting a community college included the college's close proximity to home (51%), low cost (39%), and better programs (16%); (3) stated educational goals included obtaining university transfer credits (31%), preparing for a desired job (28%), and improving existing job skills (21%); (4) 71% of the full-time and 59% of the part-time students cited their educational goal as obtaining an Associate Degree; (5) 76% of the respondents planned to re-enroll in subsequent semesters at their community college; (6) 66% of the full-time and 49% of the part-time students planned to transfer to a four-year college; (7) students considered tuition costs to be either very reasonable (43%) or somewhat reasonable (47%); (8) 79% of the respondents favored the use of math, reading, and writing skills tests for placing students in college courses; and (10) students financed college with full-time jobs (27%), help from parents or other relatives and friends (25%), Pell Grants (21%), part-time jobs (17%), and savings (13%). Extensive data tables and the survey instrument are included. (GFW)

ED 327 248 JC 910 062

The Top Ten Issues Facing America's Community Colleges. 1991 Edition.
Macomb Community Coll., Warren, MI. Inst. for Future Studies.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; Change Strategies; College Curriculum; College Governing Councils; College Outcomes Assessment; *College Role; *Community Change; Community Colleges; *Educational Change; Educational Planning; Ethics; Futures (of Society); *Institutional Mission; Labor Demands; Long Range Planning; *Organizational Effectiveness; *Organizational Objectives; Two Year Colleges

Designed to identify and describe the key challenges facing community colleges as a result of major changes in the social, economic, and demographic make-up of students and service areas, this paper combines information gathered from two national environmental scanning groups, a review of the literature, and input from educational professionals. The 10 community college issues discussed are as follows: (1) increasingly diverse service areas and student populations; (2) growing numbers of academically underprepared students; (3) an unclear workforce agenda for the information age; (4) the need to ensure and provide evidence of institutional effectiveness; (5) the need to improve college governance by developing boards of trustees that have vision and purpose; and are goal-driven, unified, supported by inspired leadership, and politically astute; (6) the need to promote organizational wellness through environmental scanning, broadened redefinition of college purpose, emphasis on quality, and concern for employee and public opinions; (7) an impending faculty shortage and the aging of the existing faculty; (8) the need for a resurgence of campus collegiality; (9) the impact of external forces, including business people, lay citizens, and legislators, on college governance and decision making; and (10) the role of ethics in institutional management and curriculum. Each topic section concludes with a series of specific questions to initiate further discussion. (GFW)

ED 327 262 JC 910 079

Storey, William L.
Update on Long-Range Planning Activities.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 28 Jan 91
NOTE- 17p.; Discussed as Agenda Item 5 at a meeting of the California State Postsecondary Education Commission (Sacramento, CA, January 28, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *College Planning; *Community Colleges; Educational Development; Educational Legislation; *Enrollment Projections; Enrollment Trends; *Financial Problems; Governing Boards; *Long Range Planning; Master Plans; Planning Commissions; Public Colleges; State Colleges; *State Universities; Two Year Colleges
IDENTIFIERS- *California

In response to newly revised enrollment projections, the defeat in November 1990 of a $450 million higher education bond issue (Proposition 143), and the California Governor's proposed 1991-92 budget, this report provides an update on the long-range planning activities of the California Postsecondary Education Commission and its segments. The introduction to the report reiterates the three primary recommendations of the Commission outlined in previous versions of the long-range plan. These recommendations state that increasing enrollments must be anticipated for in all segments of higher education with appropriate plans for expansion, that policy assumptions contained in the Master Plan (such as qualified student access and low fees) must remain in place, and that the segmental governing boards must lay the groundwork for balancing competing educational goals in the face of budget constraints. Following the introduction, section 1 presents the status of long-range planning activities for each of the state's three public higher education segments (the University of California, the California State University, and the California Community Colleges). Section 2 provides enrollment projections, with specific data covering the community colleges for the years 1989-90 through 2005-06. Report conclusions include the following: (1) budget deficit figures indicate that California higher education will not be able to enroll the thousands of additional students will be seeking enrollment during the next 15 years; (2) given these same budget figures, each of the three postsecondary education segments will have difficulty in serving students already enrolled; and (3) the uncertainty of current conditions will severely hamper planning activities. (JMC)

ED 327 344 PS 019 390

One on One: A Guide for Establishing Mentor Programs.
Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Demonstration Programs; Guidelines; *Mentors; Organizations (Groups); Profiles; *Program Development; *Program Implementation; Resources

This guide to developing and implementing mentor programs in local communities contains three sections. The first section examines why mentor programs are needed and what being a mentor involves. The second section includes guidelines for developing and implementing mentor programs. The first subsection covers the first stages of program development. Subsequent subsections cover the processes of coordinating program planning, assessing needs and resources, developing the program's goals and objectives, recruiting volunteers, selecting and training mentors, keeping track of the relationship with proteges, working with parents, matching mentors and young people, keeping mentors in the program, dealing with obstacles to success, and evaluating the program. The third section profiles model programs and organizations that can help with program planning and development. (25 references) (RH)

ED 327 358 RC 017 931

New Partnerships for Human and Economic Development. Education in a Changing South: New Policies, Patterns and Programs. Report on the Continuing Conference (1st, Atlanta, Georgia, October 13-14, 1983).

Southern Education Foundation, Atlanta, Ga.
PUB DATE- 14 Oct 83
NOTE- 23p.; For a related document, see RC 017 930.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Responsibility; *Economic Development; *Educational Change; Educational Finance; Educational Improvement; Educational Policy; Elementary Secondary Education; Government Role; Human Resources; *Institutional Cooperation; School Business Relationship
IDENTIFIERS- *Partnerships; *United States (South)

Solutions to the current problems facing the South are no longer strictly moral, legal, or ethical ones, but are to a large degree technical and economic. In 1983, concern about important public policy questions relating to or arising out of education led the Southern Education Foundation to establish a continuing conference with the overall theme of "Education in a Changing South: New Policies, Patterns and Programs." Proceedings of the first of these conferences are summarized in this report. Topics of the conference included: (1) the mediocrity of current education; (2) the role of business in education and training, with specific reference to programs in Memphis and Atlanta; (3) state government plans for partnerships in education; (4) innovative programs with Control Data Corporation and Delta Airlines; (5) the role of philanthropic foundations; (6) higher education and economic development; (7) the role of the federal government; (8) overcoming the barriers to partnerships; and (9) building consensus. A list of conference participants is included. (ALL)

ED 327 438 SO 030 306

Thelejani, T. Sohl
Implementing Educational Policies in Lesotho. World Bank Discussion Papers No. 87. Africa Technical Department Series.
World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 34p.; For related documents, see SO 030 302-310.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- African Studies; Colonialism; Developing Nations; *Educational Development; *Educational History; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; Primary Education
IDENTIFIERS- *Lesotho

At the time of independence in 1966, education in Lesotho was inadequate in scope, in quantity, and--from the African perspective, in quality as well. Only the few who received education outside Lesotho were treated as "first class Basotho." After independence, the role of education was seen to be the production of two kinds of indigenous manpower--administrators to run the civil service and scientists and technicians. With the help of outside experts, educational policies were developed and codified in a series of three Five-Year Development Plans. This paper reviews the progress of educational development according to the development plans and evaluates their implementation. Some programs have been successfully implemented, including those for book supply, classroom building, non-formal education, the establishment of educational associations, and the replacement of small church-run teacher training colleges by a national college. The country experienced a steady increase in the number of students and schools. However, the "push out" rate is so high that only 14 percent of primary school entrants continue on to secondary school. Other problems include nonattainment of the goal of universal primary education, an apparent decline in educational quality, teacher shortages, insufficient training in the English language, lack of employment opportunities even for graduates, and practical studies that are not relevant to rural economic activities. (Author)

ED 327 130 HE 024 194

Layzell, Daniel T.; Lyddon, Jan W.
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ASHE-ERIC Higher Education Report 4, 1990.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 134p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Budgeting; *Budgets; *Economic Factors; Educational Finance; Educational Legislation; Financial Support; *Higher Education; *Political Influences; Public Policy; Resource Allocation; *Social Influences; Socioeconomic Influences; State Government; State Legislation; Student Financial Aid

State budgeting for higher education is a complex, multifacted process which is influenced by conditions outside both state government and higher education including the historical traditions, political culture, economic and demographic aspects of a state. Noted is the need of higher education to compete with other policy areas for resources and yet retain its autonomous nature. This monograph addresses the following budgeting concerns: environmental factors framing the state budget process for higher education; how these factors affect state budgeting; the primary elements of the state budget process for higher education; how the state higher education budget links resources with state objectives; accountability; costs, productivity, and quality; affordability; economic development; minority and nontraditional students; independent higher education; and the implications of what we know about state-level budgeting for higher education. It is emphasized that all participants, from the state level agency to the department within an institution should be aware of the overall picture of state budgeting for higher education. Includes 190 references. (LPT)

ED 327 146 IR 014 765

Patten, Larry G.
Technologies for Learning at a Distance: Looking to the Future--Changing Educational Relationships.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Distance Education; Educational Administration; *Educational Change; Futures (of Society); Government Role; Higher Education; High Schools; Management Systems; *Organizational Development; Policy Formation; Public Television; State Programs; State Universities; *Statewide Planning; *Telecommunications; Two Year Colleges
IDENTIFIERS- *Iowa

In 1986 the General Assembly of the state of Iowa decided that it was important to develop statewide plans for educational telecommunications systems use among universities, community colleges, and secondary schools. The Iowa plan was developed by: (1) defining the basics of the telecommunications systems under consideration; (2) determining whether educational needs existed that could be met by a telecommunications system; (3) establishing an organization that would develop a system; and (4) examining the relationships between interest groups with the intention of fostering cooperation. Central in importance to the Iowa Plan was the evaluation of existing relationships between different levels of education, business and industry, public television and other telecommunications industries, and state and federal governments. It was concluded that, for the future success of an educational telecommunication system, changes must be made in current relationships, and new relationships, partnerships, and alliances must be formed that will enhance the development and implementation of a telecommunications infrastructure. (DB)

Williams, Dana Nicole
The Survival of Private Junior Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Administrative Problems; Church Related Colleges; *Declining Enrollment; Educational Trends; Financial Support; *Institutional Characteristics; *Private Colleges; *Private Education; Public Colleges; Student Recruitment; *Two Year Colleges
IDENTIFIERS- ERIC Digests

Private liberal arts junior colleges reached their peak during the 1940's, when nearly 350 of them provided an educational alternative for over 100,000 students nationwide. In 1989, only 89 private two-year institutions were in existence, accounting for less than 1% of the nation's two-year college students. Following the second World War, several factors combined to stem the expansion of private junior colleges including the introduction and growing strength of public community colleges, the demands of World War II veterans for educational opportunities, and financial constraints brought on by small enrollments. While enrollments have declined significantly, the Association of American Colleges in 1975 stressed the importance of maintaining a system of private education, highlighting its ability to add diversity, provide leadership, offer competition to the public system and save the taxpayers money. The most serious threats to private junior colleges are competition for students from public community colleges and financial constraints. Proposals to solve these problems include establishing cooperative programs to share resources with local community colleges, employment of part-time faculty, and more heterogeneous recruitment and curriculum development, particularly in the church-related colleges. The potential for private junior colleges to survive into the 21st century depends upon their ability to effectively market their strengths, expand their enrollment bases, operate in a fiscally responsible manner, and maintain strong leadership and a committed faculty. (JMC)

ED 327 278   PS 019 197

Ragozzine, Darlene; And Others
A Quest for Coherence in the Training of Early Care and Education Teachers. Report of a Meeting at the Rockefeller Brothers Fund (New York, New York, June 20, 1990).
Rockefeller Bros. Fund, New York, N.Y.
PUB DATE- 20 Jun 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; *Child Caregivers; *Day Care; *Early Childhood Education; Educational Attitudes; Educational Improvement; *Educational Strategies; Financial Support; Instructional Systems; *Philanthropic Foundations; Postsecondary Education; Private Education; Public Education; *Teacher Education
IDENTIFIERS- *Professional Role

Leaders in the field of early care and education identified five main problems in the training of early care and education providers. These problems were: (1) a shortage of trainees: (2) limited access to training; (3) lack of agreement on the content of the training; (4) lack of consistent certification standards and models of professional development; and (5) a fragmented delivery system. Discussion focused on ways of creating greater cohesion in the delivery of training. Major obstacles to this cohesion are attitudinal, instructional, financial, regulatory, and definitional obstacles. Strategies for overcoming each problem were discussed. The report closes with recommendations for the roles that the professional community and foundations might play in solving early care education teacher training problems. (BB)

ED 327 312 PS 019 321

Maehr, Jane

Encouraging Young Children's Writing. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Child Caregivers; Guidelines; *Kindergarten Children; *Literacy; Parent Role; *Preschool Children; Preschool Education; Profiles; Teacher Role; *Writing (Composition); Writing Skills
IDENTIFIERS- *Emergent Literacy; ERIC Digests; High Scope Educational Research Foundation MI

This ERIC Digest briefly profiles the approach to emergent literacy used by the High/Scope Educational Research Foundation; comments on the process of understanding the connections between drawing, writing, and reading; and offers guidelines for supporting children's writing. It is argued that the process of learning to write begins in infancy, and that it is important to resist the pressure to introduce skill and drill practice in children's early years. It is also important for adults to recognize that graphic experimentation at the preschool and kindergarten levels allows children to use comfortable, nonconventional forms of writing to express complex thoughts. (RH)

ED 327 373 SE 051 817

Meek, Carlysle; And Others
Science Instruction in Rural Mississippi, 1989 Results.
PUB DATE- 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *College Bound Students; English Instruction; Financial Support; Higher Education; *High School Graduates; High Schools; Lunch Programs; Mathematics Education; *Rural Education; Science Education; *Science Instruction; *Standardized Tests; Statistics; Two Year Colleges
IDENTIFIERS- *Mississippi

This paper examines data collected from 1988-1989 and identifies a number of correlated factors. The data were drawn from the "1988-1989 District and School Profile," a survey conducted and published annually by the Mississippi State Department of Education. The ACT scores used represent the aggregate scores from within a district while the other statistics represent actual reported data for each district. The "District and School Profile" contained over 200 items, but this paper considers only the following 12 areas: (1) percent of local funding; (2) size of districts; (3) percent of graduation rate; (4) ACT English usage; (5) ACT math; (6) ACT social sciences; (7) ACT natural sciences; (8) ACT composite; (9) percent of students taking college core curriculum; (10) proportion of graduates entering senior colleges; (11) proportion of graduates entering junior colleges; and (12) percent of students eligible for free lunch program. The statistical correlations of all variables are included as well as a summary of the results. Appended are the database on Mississippi education and an explanation of the statistical methodology. (KR)

ED 327 390 SE 051 837

Anderson, O. Roger

The Teaching and Learning of Biology in the United States. Second IEA Science Study (SISS)-United States.

Columbia Univ., New York, N.Y. Teachers College.; International Association for the Evaluation of Educational Achievement, New York, NY.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 155p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Biological Sciences; *Biology; *Comparative Education; Mathematics Tests; *Science Curriculum; Science Education; *Science Tests; *Scientific Literacy; Secondary Education; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Second International Science Study

Some understanding of biology is needed for the success of individuals in modern societies. This monograph is a report of an assessment of educational achievement by a sample of secondary school biology students in the United States within the context of current knowledge of teaching and learning strategies, the role of biological literacy in modern schooling, and some implications of the test results for improvement of modern biology education. The central focus of the report is a description of the test results for the first and second year biology students who participated in the Second International Science Study (SISS) sponsored by the International Association for the Evaluation of Educational Achievement (IEA). Discussions center on: (1) an "Introduction to biology education in modern society and the concept of biological literacy; (2) "Biological Curricula," which includes historical perspective, the Biological Sciences Curriculum Study, and biology textbook content; (3) "Studies on Biology Achievement"; (4) "The SISS: Rationale, Methodology, Instruments"; (5) "Results of the Second IEA Study: Biology Achievement"; and (6) "Conclusions," which contains findings and implications for biology curricula and learning. Each chapter includes a list of references. Appended are the first year and advanced biology content tests, student questionnaire items and responses, and mathematics tests given to the first year and advanced biology students. (CW)

ED 327 066 FL 019 026

Clifford, Ray
Foreign Languages and Distance Education: The Next Best Thing to Being There. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Distance Education; *Instructional Effectiveness; *Interaction; Program Descriptions; *Second Language Instruction; *Second Language Learning; Telecommunications
IDENTIFIERS- ERIC Digests

This digest focuses on the teaching of foreign languages through distance learning, which refers to instruction via satellite or other long-distance telecommunication technology. The following questions are addressed: (1) What is distance learning? (2) Why is distance learning used? (3) How can distance learning provide the interaction necessary for developing foreign language skills? (4) Why hasn't the option of two-way communication been used more extensively in distance education? (5) Are there examples of programs that teach language via distance learning? (6) How effective is foreign language teaching via distance learning? and (7) What are some keys to successful distance learning programs? (VWL)

ED 327 163 IR 014 788

Mason, Robin

The Use of Computer Networks for Education and Training. Report to the Training Agency.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- 89

NOTE- 206p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Community Education; *Computer Networks; Distance Education; Elementary Secondary Education; Foreign Countries; Job Training; Military Training; Open Universities; Postsecondary Education; *Teleconferencing; Vocational Education

IDENTIFIERS- Europe (West); United States

The objective of this study has been to prepare a report which identifies the major issues concerning the use of computer networks, and particularly computer conferencing, in education and training. The report is divided into four sections: (1) a discussion of the major themes and issues as they apply in education, training, and community networking, including reasons for using teleconferencing, provision of hardware and software, costs and funding, organizational impact, introducing networking, and obstacles to use; (2) case studies that describe the issues in contexts such as vocational education and training in Denmark, training for the United States Armed Forces, networking in primary and secondary schools, networking in the corporate sector and the community, teachers and computer networking, technology based training, and computer conferencing in university education; (3) a complete listing of all European applications including projects in the United Kingdom, Belgium, Denmark, Finland, France, Germany, Italy, The Netherlands, Norway, and Spain with references for obtaining further details; and (4) appendices consisting of a glossary of technical terms, an overview of technological choices for learning networks, a report on computer networking in France, descriptions of nine currently used computer conferencing systems, and a 29-item bibliography. A report on the Training Agency Workshops is included as an addendum. (DB)

ED 327 328 PS 019 369

Rogow, Sally M.

Teachers at Play: Strategies to Promote Social Play between Children with Special Needs and Their Non-Handicapped Peers.

PUB DATE- 88

NOTE- 20p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Classroom Research; *Disabilities; Early Childhood Education; Foreign Countries; *Mainstreaming; *Peer Acceptance; *Play; Prosocial Behavior; *Social Behavior; Student Participation; *Teacher Role

IDENTIFIERS- *British Columbia; Normal Children

This study examined the strategies teachers use to promote social play among special needs students and their nonhandicapped classmates. Children with special needs confront teachers in mainstreamed early childhood programs with the responsibility of promoting social interaction and peer acceptance among children with different levels of maturity, social skill, and experience. Subjects in this study were enrolled in a mainstreamed, early childhood program which included five children with special needs and five nonhandicapped peers of the same age. Two of the handicapped children had Downs' syndrome, and three had developmental disabilities associated with neurological impairments. All subjects with special needs had communication problems; two were nonverbal and three had severe language delays. Two were on medication for epilepsy. There were three teachers in the program. Data were gathered by means of 6 months of weekly 45-minute observations from a viewing room during morning free play periods. Six videotapes were made to permit cross-checking of observations. Results indicated that teachers can successfully facilitate peer play with strategies such as initiation of play, participation, and elaboration. It is concluded that teacher strategies mediate prosocial behavior and encourage and invite participation. (RH)

Paggett, Camilla Felicia

Developing an Understanding of Haitian Culture through Select Social Studies Objectives in a Class for Learning Disabled Students.

PUB DATE- Jun 86
NOTE- 36p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cultural Awareness; Cultural Differences; Educational Research; *Foreign Culture; Global Approach; Grade 6; Immigrants; Intermediate Grades; *Learning Disabilities; Learning Strategies; *Multicultural Education; Social Studies; Special Needs Students; Student Attitudes; Student Educational Objectives; Teaching Experience; *Teaching Methods
IDENTIFIERS- Haiti; *Haitian Culture

Designed to introduce global perspectives in a sixth-grade class for learning disabled students, this program was designed to help students develop an understanding of Haitian culture and a sense of empathy for persons of Haitian background. The program contained seven strategies: film watching, game playing, food sampling, class discussions, story reading, Gestalt strategies, and societal media involvement. At the conclusion of the 10-week program, all of the students showed a significant gain in understanding Haitian culture and a sense of caring for students of Haitian background.

Understanding and empathy are crucial in schools where many Haitian children attend, but the methods and strategies can have broad applicability. Pretests and postests, an attitudinal questionnaire, and a weekly questionnaire were used to monitor student progress; these are contained in the appendices. (DB)

ED 327 051 FL 018 981

Ingram, David; John, Glyn
The Teaching of Languages and Cultures in Queensland. Towards a
  Language Education Policy for Queensland Schools.
Griffith Univ., Nathan, Queensland (Australia). Centre for Applied
  Linguistics and Languages.
SPONS. AGENCY- Queensland Dept. of Education, Brisbane (Australia).
PUB DATE- Jun 90
NOTE- 257p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; *Cultural Education;
  *Educational Policy; Educational Quality; Elementary Secondary
  Education; Foreign Countries; Government Role; Higher Education;
  Language Enrollment; Language Planning; Language Proficiency;
  Language Teachers; Program Design; Program Development; Program
  Implementation; Public Agencies; *Public Policy; Quality Control;
  Rating Scales; *Regional Characteristics; Second Language
  Instruction; *Second Language Programs; Sign Language; State
  Surveys
IDENTIFIERS- *Australia (Queensland)

This study investigated the status of instruction in cultures and languages other than English in Queensland, Australia in preparation for development of comprehensive and coherent public policies for the field. The report addresses the following topics: the policy development process (project background and the nature of language education planning); language education planning in Australia (national summary and Queensland initiatives); the rationale for teaching languages and cultures (nature and needs of Queensland society); achieving effective implementation (general considerations); infrastructure at the national, state, regional and higher education levels; creation of a favorable climate for policy implementation; data collection and dissemination; importance of quality control; language and cultural education in the schools (target enrollments, selection of languages, strengthening individual languages, cultural awareness, controlled introduction and development of programs, language learning modes, and facilities in schools); and teachers (language proficiency and professional competence, status, career paths, and teacher supply 1990-1995 and 1996-2001). The document concludes with summaries of recommendations, timelines, and roles and responsibilities. Each of the 94 policy recommendations is placed in a framework which includes: the societal and individual needs; the goals and objectives; the implementation proposals and recommendations; indicators of success; and the rationale. Appended materials include a report on the status of Australian sign language, a report on one region's language planning efforts, and a language proficiency rating scale for non-native speakers. (MSE)

ED 327 082 HE 024 096

Organization and Administration of Graduate Education: A Policy Statement.
Council of Graduate Schools, Washington, DC.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrative Organization; Advocacy; *College Administration; *College Role; Educational Improvement; *Educational Policy; *Educational Quality; Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; Institutional Advancement
IDENTIFIERS- *Council of Graduate Schools

This document presents a comprehensive view of how graduate education is organized and administered in the United States and Canada. The policy statement acknowledges the differences in structure and organization of various programs but focuses attention on what needs to be done to foster good graduate education regardless of setting. It describes the graduate school as interacting and counseling widely across the institution. It calls for a clear and consistent advocacy by the graduate dean for the principles and ideals of graduate education. The role of the graduate school in the university is includes articulating a vision of excellence, providing quality control, providing a cross-university perspective, stressing the training of future college and university teachers, contributing to and enhancing undergraduate education, and supporting issues and constituencies critical to the success of graduate programs. Structural elements of graduate education are identified, including the governing board and administration, committed faculty, high quality students, a separate degree-granting graduate unit, and a graduate council. The relationship of the graduate school to research administration is considered, and a compendium of graduate school activities is described. Appendices include sample organizational charts and a scope of responsibility chart for graduate schools. (DB)

ED 327 098   HE 024 115

Marks, Joseph L.
SREB Fact Book on Higher Education 1990.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 90
NOTE- 131p.; For previous edition, see ED 299 937.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) e
DESCRIPTORS- Access to Education; College Faculty; *Degrees (Academic); *Economic Factors; *Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment; Enrollment Trends; Federal Aid; Higher Education; Income; National Surveys; Population Trends; State Surveys; Student Costs; Student Financial Aid; *Teacher Salaries
IDENTIFIERS- *United States (South)

The fact book presents statistical data on national, regional, and southern state trends affecting higher education. It contains 75 tables presenting information from databases of the Southern Regional Education Board (SREB) on population, economic factors, elementary and secondary education, government finances, higher education enrollments, degrees granted, college and university finances, student costs, student financial aid, and faculty salaries and benefits. A set of tables called "SREB State Profiles" provides overviews of the progress and national position of the southern United States region and each of the individual southern states. The data indicate that state and local government expenditures per person in the southern region remain below national levels. College enrollments are growing faster than the national average in all but three SREB states. College costs are shifting from states to students and their families. Faculty salaries are below national averages. The fact book contains a list of SREB definitions of institutional categories and a list of state higher education agencies. (JDD)

ED 327 179 IR 014 805

Preston, Nancy R., Comp.

Distance Education at the Elementary and Secondary Level. A Select ERIC Bibliography. ERIC/IR Mini-Bib.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 90

NOTE- 4p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; *Distance Education; *Educational Technology; Elementary Secondary Education; Telecommunications

This annotated bibliography lists 10 articles and documents selected through a search of the Educational Resources Information Center (ERIC) database. They are: (1) "The Use of Computers in the Instructional Process in Australian Distance Education" (Geoff Arger and Debbie Clayton); (2) "Distance Education Technologies: All That Glitters Is Not Gold" (Bruce O. Barker); (3) "Broadening the Definition of Distance Education in Light of the New Telecommunications Technologies" (Bruce O. Barker); (4) "Satellite Learning--A Vision for the Future" (Judy Castleberry); (5) "Proceedings of the Sixth International Conference on Technology and Education" (J. H. Collings and others); (6) "Distance Education. AECT President's Library" (David Giltrow); (7) "The Crisis of Distance Learning--A Dangerous Opportunity" (Abigail L. Hughes); (8) "TVOntario and the School System. A Report Based on Case Studies in Nine School Boards" (Donna Sharon and others); (9) "Linking for Learning: A New Course for Education" (U.S. Congress, Office of Technology Assessment); and (10) "Distance Education for Elementary and Secondary Schools in the United States" (David D. Williams and others). (DB)

ED 327 209 IR 053 391

De Landsheere, Gilbert

The Information Society and Education: Synthesis of the National Reports.

Council of Europe, Strasbourg (France).

PUB DATE- 89

NOTE- 41p.; Paper presented at a Session of the Standing Conference of European Ministers of Education (16th, Istanbul, Turkey, October 11-12, 1989). For related papers, see IR 053 389-393.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Software; Copyrights; *Critical Thinking; Cultural Background; Distance Education; Educational Strategies; Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; *Instructional Effectiveness; *Mass Media; Media Research; Open Universities; Secondary Education; Teaching Methods

IDENTIFIERS- *Europe (West); Illegal Copying (Software); Information Society; *New Information and Communication Technologies

Two major areas of focus emerge from this synthesis of national reports: the question of how to teach students critical and autonomous judgement with regard to the mass media, and how best to use new information and communication technology (NICT) and the media for educational purposes. It is noted that, although there are differences of approach among countries and varying attitudes and value judgements about the use of NICT in the classroom, most agree that NICT will be a useful educational tool. Distinctions are made between providing education in the enlightened use of information, using information technology for teaching and learning, and teaching about information technology. NICT's capacity to facilitate worldwide communication is cited, and several NICT-related objectives are suggested: to teach pupils the capacity to synthesize what they are exposed to in the media; develop and exercise their critical faculties; preserve cultural heritages; teach judgement in choosing media resources; offer equal educational opportunity for all; and teach self-expression. The paper argues that a key factor in teaching with NICT is encouraging active interaction with the material and between teacher and student, and that adequate teacher training programs must be established. Further educational results of mass information media are cited: the founding of open universities; the use of television and radio broadcasts, cassettes, and computers in distance education; and improvement of education for the disabled. A brief discussion of the copyright problem concludes the paper. Twelve footnoted references and a 14-item bibliography are provided. (MAB)

ED 327 294 PS 019 269

Shreders, Gail
Instituting Staff Training in a Large Child Care Center through Development of a Personalized Orientation Plan.
PUB DATE- 90
NOTE- 47p.; M.S. Practicum, Nova University. Faint type throughout.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Techniques; *Day Care Centers; Early Childhood Education; Professional Development; Record Keeping; School Schedules; *Staff Development; *Staff Orientation; Teacher Responsibility; Teaching Methods

The director of a child care center implemented and evaluated a 10-week practicum intervention designed to provide orientation and training experiences for the center's staff. About one third of the staff were part-time college students; one third were full-time workers with no degree; and one third were full-time professionals with college degrees. Topics covered by the intervention were: (1) classroom management; (2) daily routines and schedules; (3) record keeping; (4) duties outside the classroom; (5) teaching strategies; and (6) professionalism. Subtopics were developed in each of the six areas. Delivery was provided mainly through on-the-job training by mentors. Practicum evaluation data indicated that the intervention was successful. Staff increased in their knowledge of child development, their confidence in their ability to teach young children, their professional attitudes, and their use of developmentally appropriate teaching strategies. (RH)

ED 327 345 RC 017 623

Sheller, Rebekah, Ed.
Rural Libraries: A Forum for Rural Library Service. Volume X, 1990.
Clarion Univ. of Pennsylvania.
PUB DATE- 90
NOTE- 140p.; Currently published twice a year. For previous volumes, see ED 316 352.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Illiteracy; *Libraries; Library Administration; *Library Cooperation; Library Development; Library Extension; Library Networks; Library Planning; Library Research; Library Role; *Library Services; Library Surveys; Minority Groups; Reading Habits; *Rural Areas; Rural Environment

The two issues of the journal "Rural Libraries" for 1990 contain a total of seven articles. "Cooperation and Rural Libraries," by Jackie Schmitt, reports on a nationwide survey of 119 rural libraries' participation in intrastate library cooperatives. "Rural Public Library Service to Native Americans," by Susan Hollaran, outlines strategies for the rural librarian developing an outreach program to serve American Indian communities. "Black Illiteracy in the Rural South," by Evelyn Wesman, reviews information on rates of functional illiteracy among rural black Southerners and describes two successful rural literacy programs. "The Rural Environment's Effects on Library Service: A Consultant's Perspective," by Gardner C. Hanks, discusses rural population traits relevant to the library consultant, as well as characteristics of libraries and librarians in seven types of small towns. "Planning Multitype Services in a Rural Environment," by Annabel K. Stephens and Kathryn D. Wright, reports on a survey assessing the needs and priorities of the 41 member libraries in a cooperative multitype library system in southeast Alabama. "Strategic Planning for Rural Libraries: A California Case," by James I. Grieshop and Phelan R. Fretz, describes four community assessment methods in the strategic planning process used by the Yolo County (California) Library System. "Adolescent Reading: A Study of Twelve Rural Pennsylvania Towns," by Harold W. Willits and Fern K. Willits, reports on a survey of the reading habits of 3,294 8th and 11th graders. (SV)

participants is included. (ALL)

ED 327 359 RC 017 938

Strand, David A.

The Effects of Paternal Teaching Strategies, Childcare Involvement, and Select Father-Child Variables on the Academic Performance of Mexican-American Children.

PUB DATE- Jun 88

NOTE- 171p.; Ph.D. Dissertation, University of California at Santa Barbara.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Academic Achievement; Acculturation; Child Rearing; *Fathers; Mexican American Education; *Mexican Americans; *Parent Influence; *Parents as Teachers; Parent Student Relationship; Primary Education; *Self Efficacy; Sex Differences; Teaching Methods

IDENTIFIERS- Cognitive Home Environment Scale; Maternal Teaching Observation List; Parent Background Form; Peabody Picture Vocabulary Test

Fifty-nine Mexican-American families, each with a child between age 5 and 9, participated in a study to determine whether paternal proximal behaviors related to child ability and achievement. Proximal behaviors studied were: (1) teaching strategies; (2) language in literacy related activities; (3) involvement level in childcare; and (4) select gender-specific behaviors. Additionally, the study examined associations between acculturation level and proximal paternal behaviors. Instruments used were the Parent Background Form (PBF), the Cognitive Home Environment Scale (CHES), the Peabody Picture Vocabulary Test (PPVT), and a revised version of the Maternal Teaching Observation Technique (MTOT). In addition, primary teachers rated children for classroom performance and academic potential. To study father-child interactions, research assistants videotaped fathers teaching their children on a model assembly task. Interviews with mothers identified childcare responsibilities in the home. Results showed that fathers who incorporated independence training in their teaching approach and used English in literacy-related activities had higher rated children. No significant differences were found in involvement level with respect to father level of acculturation or in teaching approaches with respect to gender. Among the implications of the study are the following: (1) future research should account for paternal as well as maternal influences when assessing home environment variables; (2) teaching methods in school should complement paternal methods; and (3) parental behaviors which promote child self-efficacy should be encouraged. Study limitations are described; they concern sample size and selection, validity of the instruments, and the nature of the father-child task. (KS)

ED 327 406 SE 051 853

INISTE. Directory of the International Network for Information in Science and Technology Education = Repertoire du reseau international d'information concernant l'enseignement des sciences et de la technologie.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.
PUB DATE- 89
NOTE- 145p.
LANGUAGE- English; French
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) 1
DESCRIPTORS- *Databases; Guides; Indexes; *Information Dissemination; *International Cooperation; International Organizations; Questionnaires; *Science and Society; Science Education; Scientific and Technical Information; *Technology

The objectives of this directory are to provide information which will strengthen regional and international cooperation and research in the field of science and technology education, and to promote greater exchange of ideas and information using new information technologies between institutions. This directory is the first issue of the computerized data base concerning the International Network for Information in Science and Technology Education (INISTE). The entries are listed alphabetically by name under the country of location (also in alphabetical order), while the international and regional organizations are listed alphabetically by name. Three indexes are provided: an index of main activities; another for institutions and organizations; and a third for contacts. Also, two different lists are given: one of acronyms and abbreviations for INISTE members, and another for additional acronyms and abbreviations given by member institutions. Appended is a copy of the questionnaire, in both English and French, sent to INISTE members and used to elicit data for this directory. (KR)

ED 327 422 SE 051 869

Square One TV. Mathnet Teacher's Guide.
Children's Television Workshop, New York, N.Y.
PUB DATE- 88
NOTE- 54p.; For related documents, see SE 051 867-870. Contains some colored pages which may not reproduce well. Square One TV can be taped off the air for in-school use. The tapes must be erased within three years of taping.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Educational Games; *Educational Television; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Geometry; Graphs; Instructional Materials; *Learning Activities; Learning Modules; *Mathematics Education; Mathematics Skills; Models; Probability; *Problem Solving; Programing (Broadcast); Statistics; Teaching Guides; Teaching Methods

This guide provides activities based on 13 Mathnet cases that are part of the television program Square One TV. Mathnet is a detective serial which ends each program. Each Mathnet activity consists of a case summary, two short activities, and one longer step-by-step activity, with a reproducible student activity page. Topics include geometry, statistics, graphing, finance, percentages, dimensions and scale models, estimation, averaging, volume, and area. The curriculum goals of Square One TV are also included. (KR)

ED 327 475 SO 030 480

Morlan, Denise E.
Enhancing Global Awareness through Simulated Travel.
PUB DATE- Jun 90
NOTE- 44p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Cultural Awareness; *Geographic Regions; Geography; *Geography Instruction; *Global Approach; Intermediate Grades; Junior High Schools; Middle Schools; Parent Participation; Physical Geography; Political Divisions (Geographic); Student Educational Objectives; *Teaching Methods; *Travel; *World Geography

Geographic illiteracy is prevalent in schools today. The objectives of this practicum were to increase 85 percent of the target group's geographic knowledge by 40 percent and to increase parental involvement with the academic success of the student by 40 percent. Activity sheets were created covering political boundaries, landforms, neighboring nations, and practice/review maps. A student/parent/teacher communication form was developed. It was noted that geographic literacy was increased. Appendices include pre/posttest, student/parent/teacher communication form, student/parent/teacher awareness checklist, activities checklist, and pre/posttest percentage comparison. (Author/DB)

ED 327 067 FL 019 027

deLopez, Mary; And Others

Local Advocacy for Second Language Education: A Case Study in New
Mexico. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Dec 90

NOTE- 3p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC
Information Analysis Products (070)

DESCRIPTORS- *Advocacy; Case Studies; *Community Cooperation;
Language Teachers; *Second Language Instruction; State Legislation

IDENTIFIERS- English Plus Legislation; ERIC Digests; *New Mexico
(Albuquerque)

The experience of the Albuquerque, New Mexico second language community is presented as a case study of successful local advocacy. The formation of the Albuquerque Language Teachers Association and the New Mexico State Task Force on Modern and Classical Languages is described, and the passage by the State legislature of a resolution on language rights that makes New Mexico the first state to take an official "English Plus" stance is discussed in detail. Six strategies that have contributed to the success of advocacy efforts in New Mexico are: (1) building a community within the ranks; (2) identifying specific goals; (3) identifying a committed action group; (4) seeking advice and outside support; (5) utilizing effective management strategies; and (6) maintaining flexibility and a positive attitude. (VWL)

ED 327 114 HE 024 145

Hearing on H.R. 3859, Washington Center Grant. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 6 Feb 90

NOTE- 43p.; Serial No. 101-71.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cooperative Programs; *Extension Education; Federal Aid; Federal Legislation; *Federal Programs; Higher Education; *Internship Programs; Policy Formation; *Public Administration Education; Public Policy; Public Service; *Public Service Occupations; Urban Extension

IDENTIFIERS- Proposed Legislation; *Washington Center DC

This hearing was held to obtain testimony on H.R. 3859, a bill to authorize assistance to the Washington Center for Internship and Academic Seminars. The Center operates a partnership program that enables colleges and universities to extend their campuses to Washington, D.C. The Center provides an academic program that combines seminars and course work with the hands-on experience of work and service in offices of Members of Congress, Federal agencies, and private organizations related to making of policy. The Center also provides students with housing in Washington, D.C. More than 15,000 college students from more than 700 colleges and universities have participated in the Center's programs. One of the Center's goals is to encourage qualified young people to enter public service. This hearing contains prepared statements by Representative William Ford, the President of the Washington Center for Internship and Academic Seminars, the Director of the Office of Federal Relations of California State University, the Executive Director of the American Association of University Women, the Executive Director of the National Commission on Public Service, and an alumnus of the Washington Center program. (JDD)

ED 327 194 IR 053 370

School/College Cooperation: Policies and Program.
Ohio State Univ., Columbus. Libraries.
PUB DATE- Mar 90
NOTE- 33p.; Prepared by the Committee for Library User Education and Communication Subcommittee on School/College Cooperation.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Policy; *College Bound Students; College Libraries; *Cooperative Programs; *Developmental Studies Programs; Guidelines; Higher Education; *Library Instruction; Library Skills; Search Strategies; Secondary Education; Student Research; User Needs (Information); Worksheets
IDENTIFIERS- Ohio State University

Intended for use in secondary schools by the teachers and librarians responsible for the preparation of college-bound students, these guidelines of a program of the Ohio State University (OSU) libraries were designed to help secondary school students achieve a basic level of library literacy prior to entering college, instruct them about the purpose and general organization of academic libraries, and familiarize them with the basic structure of research strategies. The guidelines describe the philosophy of the OSU libraries and outline policies about the collection and services, borrowing materials, library etiquette, and orientation and instructional services. Minimum competencies for incoming freshmen are discussed, i.e., knowing how to use the standard reference materials and the library catalog. Appended materials include library assignments and additional information for students: (1) strategies and step-by-step instructions for selecting and pursuing a research topic; (2) a library assignment, in which students practice analyzing an editorial about a current news topic; (3) a library research skills self-assessment; (4) a 37-item glossary of library terms; (5) a list of 27 related readings; and (6) a directory of the Ohio State University Libraries. (SD)

ED 327 223 JC 900 599

Land, Warren A.; Haney, Julia J.
The Effect of Computer Assisted Instruction and the Academic Achievement of Junior College Students.
Mississippi State Univ., Mississippi State. Coll. of Education.
PUB DATE- Nov 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Age; *Classroom Techniques; Comparative Analysis; *Computer Assisted Instruction; *Conventional Instruction; Educational Media; Females; *Grade Point Average; Instructional Effectiveness; Males; Psychology; Race; *Teaching Methods; Two Year Colleges; *Two Year College Students

The role influx of underprepared students has challenged community colleges to develop effective ways to improve teaching and learning strategies in the classroom. In 1990, a study was conducted by the Mississippi State University Educational Media Center to compare the effects of traditional versus Computer Assisted Instruction (CAI) on the academic achievement of students in a junior college psychology course. The study sample consisted of 145 students of equivalent aptitude and ability as assessed by American College Testing scores. Of these students, 70 were taught in a traditional lecture format, while 75 students received CAI in the classroom. The achievement of the two groups, as measured by grade point average (GPA), was compared through the use of an analysis of covariance model. In addition to teaching method, independent variables examined were race, age, and sex. The results showed a statistically significant difference between the mean GPA's of the two groups; the CAI group's GPA was higher (4.06 on a five-point scale) than the non-CAI group (3.59). Among the additional variables examined, only student age was found to be significantly related to performance. An examination of student attitudes toward the course and the professor found CAI students to be more positive than those taught through the use of traditional methods. (GFW)

ED 327 236 JC 910 049

Opinions of Michigan Citizens about Community Colleges: A Public Opinion Survey of a Cross-Section of 800 Adults Interviewed by Telephone, May 2-10, 1989. 3rd Bi-Annual Survey.
Michigan State Board of Education, Lansing. Project Outreach.
PUB DATE- May 89
NOTE- 54p.; One of a series of public opinion surveys conducted by Project Outreach. For related documents, see JC 910 046-051, ED 239 766, and ED 260 080.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; College Choice; *College Role; *Community Attitudes; *Community Colleges; Public Opinion; Questionnaires; *Role of Education; *School Community Relationship; *Social Attitudes; State Surveys; Student Educational Objectives; Telephone Surveys; Two Year Colleges
IDENTIFIERS- *Michigan

In May 1989, a telephone survey was conducted of a random sample of 800 adults in Michigan to assess public opinion toward Michigan's community and junior colleges. Study findings included the following: (1) 88% of the respondents felt that a college education was "very important"; (2) if Michigan adults were to go back to school, the major reasons would be for personal improvement or job advancement, or to help obtain a different job; (3) 46% of the respondents said they would attend a community college if they returned to school, citing close proximity to home as the primary reason; (4) 39% felt that the community college was the institution best suited to provide adults with both job training/retraining skills and career planning and guidance services; (5) 25% felt that community colleges were best suited to provide training in modern technological skills, and 44% indicated that they would prefer a community college for basic skills (remedial) instruction; (6) 69% felt their nearest community college did a "good" to "excellent" job in meeting the educational needs of citizens in their area; (7) 47% indicated that the type of instruction offered in a community college was "about the same" as that offered at a four-year college or university; (8) 48% believed that most of the income to operate community colleges should come from state aid; and (9) almost half of the respondents said they would be "very interested" in job placement assistance from a community college. The survey instrument is attached. (JMC)

ED 327 249 JC 910 063

Blong, John T.; Friedel, Janice N.
2020 Vision: The EICCD Moves into the 21st Century.
Eastern Iowa Community Coll. District, Davenport.
PUB DATE- 91
NOTE- 58p.; Updated version of a paper presented at the Annual Summer Institute of the Consortium for Institutional Effectiveness and Student Success in the Community College (2nd, Toronto, Ontario, Canada, June 24-26, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; College Environment; *College Planning; College Role; Community Colleges; *Environmental Influences; *Futures (of Society); Inservice Education; Institutional Advancement; *Institutional Mission; Mission Statements; Multicampus Districts; *Organizational Objectives; *Participative Decision Making; School Community Relationship; Two Year Colleges; Workshops
IDENTIFIERS- *Iowa

In 1989, the Eastern Iowa Community College District (EICCD) undertook a project to develop a collective image of what the community college should be in the coming century. The reasons for seeking this "shared vision" were to create institutional focus, foster commitment, build communication, and reaffirm the college's mission and beliefs statement. The efforts to develop a shared vision, termed the "2020 Vision Process," involved a series of all-day, in-service meetings, administrative retreats, a survey of the academic community, and the development of a series of environmental impact statements focusing on factors likely to affect the college in coming years. The process involved every college employee and resulted in the revision of the EICCD's Mission and Belief Statements, the formulation of new goals and objectives, and the creation of specific implementation strategies to obtain the objectives. Among the new institutional goals identified were the following: (1) develop and maintain administrative and staff support dedicated to student learning; (2) recruit and retain students from diverse backgrounds; (3) encourage initiative, risk-taking, and individual responsibility; and (4) become an active partner in defining and addressing community and business needs. Detailed appendixes provide definitions of the functional areas of the community college; goal statements in the areas of instruction, student services, administration, research and planning, and community services; the Vision 2020 survey instrument; and the EICCD's Belief Statements. (JMC)

ED 327 263 JC 910 080

Katz, David; Fisher, Roslyn
Occupational Education Bridge Program in Community Colleges for Academic High School Students. Final Report, 1989-1990. Case #01-91.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Grants Administration.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.
PUB DATE- Jan 91
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; Career Exploration; *College Bound Students; *College School Cooperation; Community Colleges; Educational Counseling; High Schools; *High School Students; Outcomes of Education; *School Orientation; *Staff Development; Two Year Colleges; Vocational Education

In 1989 an Occupational Education Bridge Program was developed in New York for motivated high school students who performed in an average manner academically. During 1989-90 the program provided 114 students from five academic/comprehensive high schools in Queens with a vocational education experience at Queensborough Community College (QCC). Project staff from the City University of New York worked closely with 10 high school staff (5 Assistant Principals and 5 special counselor-liaisons) and 5 college personnel. The purpose of the program was to provide the students with first-hand experience in a college setting through an initial exposure to a career program. A series of staff development workshops were also held to train both high school and college personnel in career development aspects of the high-school-to-college transition process. During the program period, individual and group sessions between counselors and students focused on reviewing study skills, identifying career interests, using computerized career guidance and information systems, helping students negotiate the college system, and planning for the future. Evaluation for 1989-90 was conducted by ongoing assessments of program activities. Exit interviews conducted by counselors indicated that nearly all students, including early program withdrawals, reported positive outcomes from participation in the program. In addition, a career exploration inventory was completed by the students before and after the program which demonstrated greater career focus as a result of the program. The evaluation instrument, course selection form, exit interview form, and course description booklet for spring 1990 are included. (JMC)

ED 327 279 PS 019 208

Robinson, Brenlee
An Examination of Training Issues for Caregivers of Toddlers.
Oakland Univ., Rochester, MI. School of Human and Educational Services.
PUB DATE- Aug 90
NOTE- 110p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Caregivers; Classroom Observation Techniques; Day Care; Early Childhood Education; *Inservice Teacher Education; Measurement Techniques; Needs Assessment; Surveys; Teacher Attitudes; *Teacher Education; *Toddlers
IDENTIFIERS- *Training Needs

The purpose of this study is to examine the training needs of caregivers of toddlers. Questions addressed include: (1) Is specialized training necessary? (2) Are caregivers receiving adequate training for providing appropriate environments for children of 1 or 2 years of age? (3) What are the obstacles and encouragements for caregivers of toddlers who wish to pursue further training? A review of the play behaviors of toddlers indicates that toddlers' play is both qualitatively and quantitatively different from that of younger or older children. Caregivers need specialized training if they are to provide toddlers with developmentally appropriate physical, social, and emotional environments. A teacher interview was designed to determine teachers' views of their training regarding the care of toddlers, and a director interview was designed to determine directors' assessments of the skills, abilities, and training needs of teachers of toddlers. A 28-item program assessment instrument, the Toddler Program Profile, was developed to serve as a measure of the physical environment, the daily schedule, adult-child interactions, and adult-adult interactions. Staff of six centers participated in the study. Findings identify areas in which caregivers of toddlers need additional training. Interview schedules and the assessment instrument are appended. (RH)

ED 327 374 SE 051 818

Flavin, Christopher; Lenssen, Nicholas
Beyond the Petroleum Age: Designing a Solar Economy. Worldwatch Paper 100.
Worldwatch Inst., Washington, D.C.
PUB DATE- Dec 90
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- *Alternative Energy Sources; *Conservation (Environment); *Depleted Resources; Energy Conservation; Environment; *Environmental Education; Fuels; Natural Resources; Pollution; Science Education; *Solar Energy; Wind (Meteorology)

Alternatives to fossil fuels as energy resources are discussed. Energy from the sun and other renewable resources are cited as the alternatives. Constructed is a practical energy scenario for the year 2030 that involves a 55-percent cut in carbon dioxide emissions, greatly improved energy efficiency, and an energy production system that relies heavily on solar energy, geothermal energy, wind power, and the energy of living plants. World petroleum resources in the Middle East and worldwide are described. Chapters include: (1) "The Next Energy Transition"; (2) "Power from the Sun"; (3) "A Policy Agenda"; (4) "Energy and Jobs"; and (5) "Toward a Solar Economy". (KR)

ED 327 439 SO 030 307

Magalula, Cisco

Implementing Educational Policies in Swaziland. World Bank Discussion Papers No. 88. Africa Technical Department Series.

World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 86p.; For related documents, see SO 030 302-310.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- African Studies; Colonialism; Developing Nations; *Educational Development; *Educational History; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; Primary Education
IDENTIFIERS- *Swaziland

At the time of independence in 1968, education in Swaziland was characterized by poor quality, uneven distribution of schools, high dropout and repeater rates, serious shortages of teachers, and inappropriate and highly academic curricula. This paper describes the status of present-day education in Swaziland in terms of the effect of government policies on the primary, secondary, and tertiary sectors. Because current trends in education are the cumulative result of policies followed since independence, the historical development of education policy is traced in quinquennials that correspond to each of the four post-independence 5-year National Development Plans. The policies of the first three 5-year periods are followed by an appraisal of the achievements and failures of the period with regard to policy objectives and policy procedures. The final chapter on the Fourth Plan (1984-88) lists priority areas for continued improvement--improved teacher training, curriculum development, support to the sector from the Ministry of Education, and more systematic educational planning, monitoring, and evaluation. An annex includes the detailed recommendations of the National Review Commission Report of 1985. (Author)

ED 327 131 HE 024 195

Todd, Robert F.; Reece, Carol Carter

Graduate Introductory Educational Research Courses: A Comparison of Requirements of Veteran and Novice Professors.

PUB DATE- 15 Nov 90

NOTE- 16p.; Paper Presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 15, 1990). Appendix A contains uneven type density.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Analysis of Variance; Controversial Issues (Course Content); Course Content; Course Evaluation; Course Objectives; *Educational Research; *Education Courses; *Graduate Study; Higher Education; Introductory Courses; Masters Programs; *Professors; *Qualitative Research; *Research Methodology; Surveys; Teaching Experience; Teaching Methods

Following up two previous studies which identified the course content, and essential skills and knowledge outcomes for graduate introductory educational research courses, further study was conducted to determine the following: which of the skills identified for graduate introductory research courses were quantitatively or qualitatively oriented; what demographic differences exist among professors who teach graduate introductory educational research courses; and specifically what differences exist between veteran professors (those who had taught the course for 15 years and more) and novice professors (those who had taught the course for less than 5 years). Questionnaires which sought demographic data were distributed to 139 Professors of Educational Research. A quantitative subscale which omitted some additional researcher judgements including validity, was constructed from among the 59 skills identified by classifying items as quantitative or qualitative. Twenty-two items comprised the quantitative subscale with a subscale score computed for each respondent. Analyses of Variance were conducted between the quantitative subscale scores and the various demographic variables. Study findings include the following: (1) 70% of the sample viewed the course as quantitatively oriented; (2) veteran professors displayed a higher quantitative subscale score. Among other observations, the study noted that a shift in methodological paradigms to include qualitative methodology is occurring in introductory educational research courses. Appended is the Research Skills and Knowledge Areas Questionnaire. Includes seven references. (LPT)

ED 327 147 IR 014 769

Gunawardena, Charlotte N.
Using Communications Technologies for Distance Education: Report on Current Practices in the United States.
PUB DATE- 88
NOTE- 71p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Broadcast Television; *Cable Television; *Continuing Education; Delivery Systems; *Distance Education; Educational Technology; Postsecondary Education; *Professional Education; Questionnaires; School Surveys; *Telecommunications; Telephone Communications Systems

This paper discusses current practices in the use of communications technologies to deliver distance instruction as they were reported by respondents to a survey of 70 postsecondary educational institutions in the United States. Results of the 1987 survey indicate that non-interactive open-broadcast television, cable television, and videocassettes were used to a greater extent than any other media to deliver instruction. Television was thought to be an effective delivery medium in all of the subject areas in which it was used, and also the most popular medium among the students. To integrate television components with other parts of the course, pre-broadcast notes and after-viewing follow-up exercises were used, as well as exercises that required students to respond during transmission. Responses also indicated that helpful student support services for television delivery included study guides, faculty telephone office-hours, individualized feedback from the faculty, phone calls initiated by the faculty, and student access to public or college libraries. The major barriers reported to the use of television for distance instruction were production and distribution costs, faculty resistance to television instruction, and lack of institutional support. Data are presented in both narrative and tabular formats. (Author/DB)

ED 327 295   PS 019 277

Microcomputers and Young Children. Short Report.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 3p.; Based on sections of a report in ERIC: ED 227 967.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- *Computer Oriented Programs; *Computer Uses in Education; Early Childhood Education; *Microcomputers; *Young Children

This ERIC Short Report on the use of microcomputers with young children provides a brief summary of related research and discussion of the ways computers can be used by educators and their students. Profiles of computer applications concern computer literacy, computer-assisted instruction, computer programming, computer art, word processing, and administrative uses. (RH)

ED 327 313 PS 019 322

Mallory, Nancy J.; Goldsmith, Nancy A.
The Head Start Experience. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Compensatory Education; *Comprehensive Programs; *Cooperation; Early Childhood Education; *Parent Participation; *Technical Assistance; Training
IDENTIFIERS- ERIC Digests; *Project Head Start

Head Start has been successful because it includes comprehensive services, parent involvement and family support, a commitment to meeting local needs, training and technical assistance support, and a collaborative approach. This ERIC Digest briefly describes each of these components. Discussion concludes by noting that Head Start must take more responsibility for sharing information about its successes and failures and its staff's desire to be an important part of the human services team in the community. Sources of additional information are cited. (RH)

ED 327 329 PS 019 370

Finkelhor, David; And Others
Missing, Abducted, Runaway, and Thrownaway Children in America. First Report: Numbers and Characteristics, National Incidence Studies. Executive Summary.
Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- May 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Definitions; *Incidence; *Missing Children; National Surveys; Public Policy; *Runaways
IDENTIFIERS- *Abductions; *Thrownaway Children

What has in the past been called the missing children problem is in reality a set of at least five distinct problems, each of which needs to be researched, analyzed, and treated separately. The problems are family abductions, nonfamily abductions, runaways, thrownaways, and lost, injured, or otherwise missing children. Many of the children in at least four of these categories are not literally missing. Caretakers know where they are. The problem lies in recovering them. Because of definitional controversies and confusion about the concept of missing children, public policy still needs to clarify the domain of this problem. Family abduction appears to be a substantially larger problem than previously thought. The runaway problem did not appear to be larger in 1988 than at the time of the last national survey in 1975. More than a fifth of the children who have previously been termed runaways should actually be considered thrownaways. They constitute a large group of literally missing children who have not been adequately recognized by previous research and policy. These children are missing because they got lost, were injured, or miscommunicated with caretakers about where they would be or when they would be home. (RH)

ED 327 391 SE 051 838

Mathematics Problem Solving: A More Advanced Skill for Chapter 1. Workshop Leader's Guide.
Advanced Technology, Inc., Indianapolis, IN.; Chapter 1 Technical Assistance Center, Indianapolis, IN. Region B.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE- Feb 89
NOTE- 94p.; Several pages contain type on gray background and will reproduce poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Inservice Teacher Education; Instructional Materials; Learning Activities; Mathematics Education; Problem Sets; *Problem Solving; *Secondary School Mathematics; Teaching Guides; *Workshops

This guide is designed to assist inservice providers in conducting successful workshops for teachers, administrators, and others associated with Chapter 1 mathematics programs. It contains step-by-step procedures for preparing, organizing, and presenting the workshop. Included in this guide are: (1) an advanced planner, which includes a detailed checklist for materials and equipment needed to conduct a successful problem-solving workshops, and a workshop outline, which includes detailed instructions with the goals of the workshop, specific problem-solving activities, and recommendations for using the workshop materials; (2) blackline masters for the participant handouts and overhead transparencies; (3) a brief overview of problem-solving topics; (4) resource materials and support materials including additional problems and suggestions; and (5) a bibliography of 12 additional resources. (CW)

ED 327 456 SO 030 417

Grauberger, Eldon

A Plan To Implement Meaningful Observation of Local Governmental Bodies by Students in U.S. Government Classes.

PUB DATE- Apr 86

NOTE- 50p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Citizen Role; *Citizenship Education; City Government; County Officials; Courts; Experiential Learning; Governing Boards; Government (Administrative Body); Grade 12; High Schools; *Local Government; Pretests Posttests; Public Affairs Education; Student Reaction; *Teaching Experience; Teaching Methods; *United States Government (Course); Urban Planning

A program of observation of local government bodies was implemented to make 12th grade U.S. government students aware of their local governments and how local government affects them. The program consisted of three components: orientation, implementation, and evaluation. The students were given a slide presentation and an information packet that explained the program and its requirements. The packet also gave a description of the groups the students would be observing and a map that showed the locations of the meetings. The students had 5 weeks in which to complete three observations, not less than one hour each in duration, of three different types of governmental bodies--local legislative bodies, advisory boards, and trial courts. They were given worksheets on which to record pertinent information with spaces for sign-in, sign-out, and an official's signature. As a follow-up, each class discussed what had been observed at the meetings, and a posttest was given to measure how much had been learned, comparing its score with that of a pretest given at the beginning of the program. Students scored an average of 25 percentage points higher on the posttest than on the pretest. Though somewhat apprehensive before the observations, students on the whole reacted favorably to the program. Appendices include documents sent to gather information, the students' packet, the pretest-posttest, and a chart showing the students' reactions to the program. (DB)

ED 327 476 SO 030 499

Barnes, Marianne B., Ed.; Woods, Lynn, Ed.
Florida Council for the Social Studies Annual 1989-1990.
Florida Council for the Social Studies, North Palm Beach.
PUB DATE- 90
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - General (020)
DESCRIPTORS- Curriculum Development; Educational Television; Elementary Secondary Education; Interactive Video; *Interdisciplinary Approach; Learning Activities; Mass Media Effects; Problem Solving; *Science and Society; Science Education; *Social Studies; Student Educational Objectives; *Teaching Methods; Technological Literacy
IDENTIFIERS- Florida

A series of essays on science, technology and society (STS) education written for teachers are presented. The essays include: "Interactive Video: Bringing the Latest Technology into the Classroom" (Homer L. Krout II; Phillip Horton); "Hypermedia: What's All the Hype About" (Kenneth T. Wilburn); "How to Get the Most Out of Classroom Instructional Television" (Gerri Levine Turbow); "Social Studies, Technology and Problem Solving: A Dynamic Trio" (Janet Bosnick); "A Science, Technology and Society Journey" (Ron D. Townsend; Mary Lou Van Note); "Reflections on an STS Summer Institute" (Colleen Wilson); "Building Bridges across Science, Technology and Society" (Ann H. Stoddard); "Soft on Tech" (Lynne S. Schwab); "STS as Energy Education" (David E. LeHart); and "STS in the Elementary Classroom: A Conversation with a Teacher" (Lehman Barnes; Terry Brock). (DB)

Cronin, Michael; Glenn, Phillip

The Oral Communication Program: Program Description and Model Proposal for a Communication across the Curriculum Emphasis.

PUB DATE- Nov 90
NOTE- 36p.; Paper presented at the Speech Communication Association Convention (Chicago, IL, November 1990). For a related document, see HE 024 117.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anxiety; College Programs; *Communication Skills; *Curriculum Development; Grants; Group Discussion; Higher Education; *Integrated Activities; Listening Skills; Models; Prevention; Program Development; *Program Proposals; Public Speaking; Skill Development; *Speech Communication; *Teaching Methods
IDENTIFIERS- Oral Communication Program; *Radford University VA

This paper describes the Oral Communication Program (OCP) developed at Radford University (Virginia) and discusses key components for a proposal to acquire funding from public or private granting agencies. Analogous to the writing-across-the-curriculum movement, the OCP encourages faculty in all academic areas to incorporate oral communication activities into courses as a means of enhancing the learning process and providing students additional opportunities to practice and improve such skills as public speaking, discussion, and listening. Activities to implement intended outcomes for the OCP are presented in four areas: oral class presentations, speech fright, listening, and group discussion. Descriptions of outcomes, activities, institutional commitment, assessment, facilities, dissemination of program results, and personnel are included. An appendix outlines the OCP by year and area covered; a second appendix lists budget items. (11 references) (JDD)

ED 327 164 IR 014 789

Abramson, Bruce
Competent Systems: Effective, Efficient, Deliverable.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Artificial Intelligence; *Computer System Design;
  Design Requirements; Diagrams; *Expert Systems; *Models; User
  Needs (Information)

Recent developments in artificial intelligence and decision analysis suggest reassessing the approaches commonly taken to the design of knowledge-based systems. Competent systems are based on models known as influence diagrams, which graphically capture a domain's basic objects and their interrelationships. Among the benefits offered by influence diagrams is their underlying psychological and mathematical validity. For most users, the salient feature of influence diagram modeling is the precision and clarity that it forces on both the domain expert providing information and the system designer building the model. This paper presents a user-oriented perspective of a vertical approach to system design. It is stated that this design promises efficient development and rapid delivery of theoretically justified systems tailored to user need. (9 references) (DB)

ED 327 180   IR 014 810

Kirkup, Gill
Considering the Effect on Women Students of an Increased Use of Microcomputers in Distance Education. CITE Report No. 28.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Aug 88
NOTE- 13p.; Paper Presented at the International Council for Distance Education World Conference (14th, Oslo, Norway, August 9-16, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Distance Education; *Equal Education; *Females; Foreign Countries; Higher Education; *Microcomputers; Open Universities; School Surveys; *Sex Differences
IDENTIFIERS- *Open University (Great Britain)

In the past, computing facilities at the Open University in the United Kingdom have been provided through terminals and modems in local study centers. A new policy to implement home computer use will rely on student owned microcomputers. While this policy reflects a commitment to increasing the use of computers as distance education aids, it may have a deleterious effect on the university's female student population. Research shows that Open University female students are less likely to have access to a computer than male students. Also, women are less likely to register for courses that contain a compulsory computing component. Such inequality in the face of commitment to a sophisticated new technology may have serious ramifications on the success rates of women students. (7 references) (DB)

ED 327 407 SE 051 854

Creative Problem Solving.

New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Education Dept., Albany. Bureau of Mathematics Education.
PUB DATE- 89
NOTE- 60p.; Revised 1989, by Stephen Brown.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Disabilities; Elementary Education; *Elementary School Mathematics; Inservice Teacher Education; Instructional Materials; Junior High Schools; *Learning Activities; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Mathematics Skills; *Problem Solving; *Teaching Methods

This publication was prepared to assist school personnel in strengthening their overall mathematics programs. These materials give an overview of a variety of teaching techniques for use in the first eight grades. The illustrative problems are concerned with those topics usually studied at the elementary school level. The problem-solving approaches recommended are designed to be useful in every subject. The materials in this publication may also prove valuable as a basis for in-service teacher education. Chapters include: (1) "An Enlarged View of Problem Solving"; (2) "How to Create Problems"; (3) "Organizing Facts to Perceive Patterns"; (4) "Some More Attempts at Creating Problems"; (5) "Many, Many, Many"; and (6) "Some Concluding Thoughts on Problem Solving." Appended is a section on students with handicapping conditions. (KR)

ED 327 423 SE 051 870

Square One TV, Game Shows Teacher's Guide.
Children's Television Workshop, New York, N.Y.
PUB DATE- 89
NOTE- 45p.; For related documents, see SE 051 867-869. Contains some colored pages which may not reproduce well. Square One TV can be taped off the air for in-school use. The tapes must be erased within three years of taping.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Cooperative Learning; *Educational Games; *Educational Television; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Geometry; Instructional Materials; *Learning Activities; Learning Modules; *Mathematics Education; Mathematics Skills; Misconceptions; *Problem Solving; Programing (Broadcast); Teaching Guides; Teaching Methods
IDENTIFIERS- *Square One TV

This guide focuses on the Square One TV game shows, which explore areas ranging from probability and statistics to geometry. Eight game shows are described including the game rules, materials, directions, strategies for playing the games, actual game questions, and reproducible student pages. Follow-up activities provide ideas for using the games on a continuing basis. Also included are curriculum goals for Square One TV. Topics covered include place value, probability, multiplication, strategic thinking, addition, geometry, percentages, estimation, mathematical operations, cubed numbers, and mathematical misconceptions. (KR)

ED 327 068 FL 800 133

Rivera, Klaudia Maria
Popular Theater as a Discourse for Liberation in an Adult, Native Language, Literacy Class.

PUB DATE- 90
NOTE- 208p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Basic Education; *Adult Students; Classroom Environment; Course Descriptions; *Drama; Ethnography; Hispanic Americans; *Literacy Education; *Native Language Instruction; *Popular Culture; Power Structure; *Spanish

This study investigated the use of drama in a Spanish native language literacy course to engage adult students in the process of discussing their world. Nine 2-hour class sessions with 18 students were videotaped. During this period, using the theory of emancipatory education, the students developed a theater script based on an incident in a Central American country. In class, the students interviewed each other, discussed and debated news articles about the incident and related events, studied grammatical structures, contributed and discussed additional articles about oppression and the struggle for justice, and collectively wrote and read the script. The students became politically vocal and emotionally involved in the class discussions, and the class was reorganized in the process. It is concluded from ethnographic analysis of the experience that by using the students' language, educators make statements about the political dimension of literacy, legitimating their experiences and allowing them to generate their own knowledge. In addition, through the use of theater, the students are allowed to critically analyze their world by examining issues of race, language, and culture alongside social, economic, and historical factors. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 327 083 HE 024 097

Enhancing the Minority Presence in Graduate Education. The CGS Idea Exchange Spring Meetings (Stanford, California, March 4, 1988; Chicago, Illinois, April 5, 1988; Washington, D.C., May 2, 1988).

Council of Graduate Schools in the U.S., Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Deans; Graduate School Faculty; *Graduate Students; *Graduate Study; Higher Education; *Institutional Role; *Minority Groups; Minority Group Teachers; School Administration; School Holding Power; *Student Attrition; *Student Recruitment

The monograph summarizes ideas expressed by nearly 100 graduate deans from Council of Graduate School member institutions who met in 3 separate groups in 3 separate locations to discuss how they could enhance the presence of minority graduate students and faculty on the nation's college and university campuses. Related issues discussed during the meetings included minority graduate student attrition, and how an institution can attract and retain them in its attempt to build a minority presence on campus. The report reveals the points that were raised and the suggestions offered by the deans and others who participated in the following areas: (1) expanding the pool of eligible minority students through early identification and preparation of students for graduate study; (2) expanding the process by involving the entire campus community, especially the faculty and deans; (3) creating a supportive environment; and (4) enlisting the support of the administration and institutionalizing policy change to eliminate the need to renew efforts each year. A listing of main points that emerged from the discussions are provided and broken out into three main categories: matters of general concern; issues related to program generation; and factors related to enhancing the educational environment. (GLR)

ED 327 210 IR 053 392

Baile, Francis
The Information Society, Schools, and the Media.
Council of Europe, Strasbourg (France).
PUB DATE- 89
NOTE- 28p.; Report presented at a Session of the Standing Conference of European Ministers of Education (16th, Istanbul, Turkey, October 11-12, 1989). For related papers, see IR 053 389-393.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Educational Strategies; Educational Technology; Educational Television; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; *Employment Qualifications; Equal Education; Foreign Countries; Higher Education; *Information Technology; *Media Research; Science and Society
IDENTIFIERS- Information Economy; Information Society; *New Information and Communication Technologies

This report begins by examining the transition from the industrial society to the informatics society which began in the 1960s, when the newspaper's monopoly on information was destroyed by radio and television, followed by the development of an information-based economy. The salient features of the new area are identified as: (1) the ever increasing quantity and diversity of available media; (2) wider personal and selective access to networks, programs, and services; and (3) the abolition of frontiers between many media. The realities and illusions of the information society are then discussed in the context of the paradox presented by the new media, which, at the very moment that they seem to be triumphing over certain forms of servitude, open the way to unexpected hazards. Arguing that the true problem lies in the need for mastery and intelligent use of the media, it is concluded that communication technology invites people to rediscover the importance of intellectual disciplines with the help of general education. As communication technology establishes new relationships between the world of school and the corporate world, it brings the school as a training ground face to face with its responsibilities. Competition and conflict between the media and the school from 1950 to 1980 are reviewed, and reasons for growth in their collaboration beginning in 1979-80 are examined. Ways to develop the most productive and harmonious relationship between education and the media are suggested in the concluding chapter. (MAB)

ED 327 280 PS 019 211

Arrowsmith, Judy
Improving Home-School Communication in the Secondary School: Ideas Worth Sharing for an Active Partnership. SCRE Spotlights 30.
Scottish Council for Research in Education.
PUB DATE- Nov 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Communication (Thought Transfer); *Educational Improvement; *Family School Relationship; Foreign Countries; Guidelines; *High Schools; Secondary Education; Secondary School Curriculum; Student Evaluation
IDENTIFIERS- *Scotland

This paper focuses on improving communication between home and school in the areas of curriculum and assessment. Research based on interviews with headteachers, management staff, guidance staff, subject-based staff, and parents, suggests several guidelines. Suggestions for preferred practices are offered so that school staff can check them against actual practices. These suggestions concern: (1) the school in its community; (2) the roles of asking and listening in the two-way process of communication; (3) the process of meeting with parents in groups; (4) written communication; (4) the process of communicating information about individual students; (5) the need to work on the development of personal relationships between parents and school staff; and (6) the process of improving school communication. It is concluded that the formation of partnership between home and school is not without difficulty. Two areas seem to demand immediate attention. The first is the challenge of discovering ways of tapping into the views of parents who do not readily answer survey questions or respond to invitations. The second area is teacher education. In terms of working with parents, the "sink or swim" situation of simply learning on the job can no longer be allowed. (RH)

ED 327 314 PS 019 323

Pellegrini, A. D.; Glickman, Carl D.
Measuring Kindergartners' Social Competence. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070)
DESCRIPTORS- Educational Practices; *Interpersonal Competence; *Kindergarten; *Kindergarten Children; *Measurement Techniques; Primary Education
IDENTIFIERS- ERIC Digests; Research Results

This ERIC Digest advocates assessment of children's social competence with various measures, including behavioral measures, peer nominations, teacher ratings, and standardized tests. Content focuses on: (1) the insufficiency of the use of academic tests alone; (2) the importance of observing children's interactions with peers; (3) research evidence; and (4) implications. Since tests provide limited data, the accurate assessment of kindergarten children requires the use of different perspectives. The method of observing and recording peer interaction during free play seems to yield particularly relevant results. It must be noted that the prediction of success in the first grade from kindergarten experience requires the investment of time and money. Perhaps some of the time and money now spent on standardized tests should be spent on social competence testing. (RH)

ED 327 346 RC 017 780

Prewitt Diaz, Joseph O.; And Others

The Effects of Migration on Children: An Ethnographic Study.

Centro de Estudios Sobre la Migracion, State College, PA.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Migrant Education.
PUB DATE- 89
NOTE- 145p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Attitudes; Educationally Disadvantaged; Elementary Secondary Education; *Ethnography; High Risk Students; Interviews; *Life Style; Living Standards; *Migrant Children; Migrant Education; Migrant Problems; Migrant Programs; Migration Patterns; *Potential Dropouts; Poverty; Sociocultural Patterns
IDENTIFIERS- *Migrant Education Program

This report re-examines previously gathered ethnographic data derived from approximately 3,000 hours of interviews with migrants across the United States to determine what factors associated with migration affect children's educational outcomes. The data suggest the existence of a "culture of migrancy," which is manifested in similar attitudes, lifestyles, and behavioral patterns among migrants of different ethnic and cultural backgrounds in the three major migration streams. The survival-oriented priorities of the culture of migrancy make all migrant children potential dropouts. Migrant children are affected by poverty, poor living conditions, isolation from mainstream society, fragmented education received between moves, and low self-esteem related to the trauma of moving. A migrant child's success or failure in the educational system is related to the emotional and economic support available to the child, the child's decision-making power, and the child's economic contribution to the family. Migrant education programs differ greatly among states and often are not coordinated with other social services. The seven chapters in this report define the migrant population, outline the ethnographic methodology used, discuss migrant lifestyles and living conditions in home-base states and "upstream" states, describe the move from the first kind of state to the other, examine role relationships and social behavior among migrants, detail the component parts and services of the Migrant Education Program, and highlight national questions of educational policy. (SV)

ED 327 360 RC 017 942

Haas, Toni; Boelke, Eula
The Rural Education Agenda: Education for Individuals with Disabilities.
Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accessibility (for Disabled); *Access to Education; *Disabilities; Elementary Secondary Education; *Regular and Special Education Relationship; Rural Areas; Rural Education; Rural Schools; *Special Education; *Special Needs Students
IDENTIFIERS- *Education for All Handicapped Children Act

The quality of life for individuals with disabilities depends on access to quality services and employment opportunities. It is also important that the disabled be accepted as participating, contributing, and cherished members of the community. Distance and isolation, which typify rural areas, directly impact each of these issues. Individuals with disabilities have significant contributions to make to rural communities, and education of the rural disabled has a twofold purpose: (1) to increase their skills and knowledge as individuals; and (2) to educate communities about their potential. The Education for All Handicapped Children Act (Public Law 94-142) established that public education has a responsibility to provide education for all children and required substantial and system-wide changes in providing such education. These changes have had a disproportionate impact on the budgets of rural schools and have created problems. Small, rural schools need waivers from categorical funding requirements so that all children experiencing problems in school can benefit from the skills, technologies, and processes developed by special education. Pull-out programs need to be replaced by specialized support and consultative help from itinerant specialists for classroom teachers. Small schools have few self-contained classrooms and need permission to experiment with model programs. Computers and augmentative communication boards need to be provided by PL 94-142 to rural schools. These waivers and special provisions to PL 94-142 would enable rural schools to educate the disabled to be productive in the rural community. (ALL)

ED 327 440 SO 030 308

Odaet, Cooper F.
Implementing Educational Policies in Uganda. World Bank Discussion Papers No. 89. Africa Technical Department Series.
World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 40p.; For related documents, see SO 030 302-310.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- African Studies; Colonialism; Developing Nations; *Educational Development; *Educational History; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; Primary Education
IDENTIFIERS- *Uganda

At the time of independence from Britain in 1962, education in Uganda was more advanced than in neighboring countries, although still unsatisfactory. This paper reviews the recommendations of commissions, educational reviews, and 5-year plans for the development of educational policies since independence. There have been two main long-term government objectives--primary school expansion toward the goal of universal primary education, and the provision of sufficient manpower of the quality needed to meet the skill requirements of the economy. The implementation of these goals was severely hampered by the events of the 1970s, which were a decade of "total national calamity" that affected all sectors of the economy, including the education system. The Recovery Program in 1982/84 was adopted to reconstruct and rehabilitate the educational infrastructure. The report reviews the present-day status of education in Uganda with regard to internal and external efficiency, equity, and non-quantitative criteria such as national policy and Ugandanization. It finds four remaining major problem areas: continued illiteracy, high dropout rates at almost all levels, unqualified teachers and a shortage of qualified ones, and a widening gap between educational preparation and actual employment opportunities. (Author)

ED 327 115 HE 024 146

Sexual Harassment at the University: It Doesn't Make the Grade.
Massachusetts Governor's Office on Women's Issues, Boston.
PUB DATE- Oct 89
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Cultural Influences; *Employer Employee Relationship; *Grievance Procedures; Higher Education; Legal Responsibility; *Peer Relationship; Resources; *School Responsibility; *Sexual Harassment; *Teacher Student Relationship
IDENTIFIERS- *Massachusetts

This resource guide is designed to assist members of the Massachusetts university community in handling sexual harassment complaints. The guide outlines what constitutes sexual harassment, suggests responses to sexual harassment, and lists resources. The scope of the guide includes faculty/student harassment, employer/employee harassment, and peer harassment. It covers cross-cultural issues, university responsibility, public education, and examples of sexual harassment with sample resolutions. The guide concludes with 13 references and a list of Boston-area governmental resources and other suggested resources. (JDD)

ED 327 296 PS 019 278

Staff "Burnout" in Child Care Settings. ERIC/EECE Short Report-4.
ERIC Clearinghouse on Elementary and Early Childhood Education,
Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 80
NOTE- 3p.; For a related paper, see ED 188 764.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC
Information Analysis Products (070)
DESCRIPTORS- *Day Care; Early Childhood Education; *Etiology;
*Program Improvement; *Satisfaction; *Teacher Burnout

Derived from a study by Whitebook and others (1982), this ERIC Short Report presents findings, recommendations, and other information on staff burnout in child care settings. Child care staff were found to be underpaid and overworked. Differences in working conditions among centers and job satisfaction among staff appeared to be related to such factors as job title distinctions, funding sources, and length of program day. According to Whitebook and colleagues, tackling burnout by reassessing such factors as a center's resources, staffing, programming, and scheduling can both improve work conditions and enable staff to see the conditions leading to burnout as being "outside of their own personal inadequacies." Related ERIC documents and additional references are listed. (RH)

ED 327 375 SE 051 819

National Energy Education Development (NEED) Resources Local Participation Kit.
National Energy Education Development Project, Reston, VA.
PUB DATE- 89
NOTE- 167p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alternative Energy Sources; *Cooperative Learning; *Elementary School Science; Elementary Secondary Education; *Energy Education; *Environmental Education; Fuels; Instructional Materials; Program Descriptions; *Science Activities; Science Education; Scientific Literacy; *Secondary School Science; Teaching Methods

National Energy Education Development (NEED) is concerned with the dissemination of energy education information, the way children learn best, and the type of citizens students will become. Cooperative learning, where students take responsibility for their own learning and that of others in their group, class, school, and their community, is emphasized. Included in this packet of materials are student project activities, games and icebreakers (such as the Energy Enigma game), plays using "energy tales," the NEED Youth Awards Program for Energy Achievement, rock performance, the 1991 NEED Energy Education Poll, fact sheets on energy, and The Great Energy Debate Game. (KR)

ED 327 052 FL 018 993

Carreira, Maria Helena Araujo
Alternance et melange de langues (portugais-francais) chez des adolescents Portugais scolarises en France (Code Switching--Portuguese-French in Portuguese Adolescents Schooled in France).
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- French
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Bilingualism; *Code Switching (Language); Elementary Secondary Education; Foreign Countries; *French; Language Dominance; Language Research; *Linguistic Borrowing; *Portuguese; Uncommonly Taught Languages
IDENTIFIERS- *France

This study investigated the degree to which Portuguese students (n=100) educated in France switched or mixed languages in a written essay. Subjects were told to express themselves liberally in either or both languages. A linguistic history was also taken for each student. The measures were administered in a French-language school, and instructions were given in French. Both qualitative and quantitative code-switching analyses were performed on the texts. Most students, 71.4%, used exclusively French, and 6.1% used exclusively Portuguese. About 9% used mostly French and about 10% used mostly Portuguese. Just over 3% alternated languages without apparent dominance of either. Alternation of languages was categorized as either lexical or syntactic. Language mixing was much more frequent in Portuguese than in French. Six types of mixing were distinguished, and the relative occurrences of the types in the two languages were assessed. Implications for instruction in a second language are examined. (MSE)

ED 327 148 IR 014 770

Gordon, George; And Others
A Study of Attitudes and Perceptions Concerning New Technologies.
Strathclyde Univ., Glasgow (Scotland).
PUB DATE- 89
NOTE- 5p.; Product of the Centre for Academic Practice. For a related report, see IR 014 764.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Educational Resources; Foreign Countries; Higher Education; Instructional Materials; Mass Media Use; *Overhead Projectors; School Surveys; Staff Development; Teacher Attitudes; *Use Studies; *Visual Aids
IDENTIFIERS- Scotland

This paper briefly outlines the results of a survey of 339 teachers at the University of Strathclyde, Glasgow, the purpose of which was to evaluate the use and appropriateness of educational technology in teaching and learning. Results show that only the overhead projector is used with substantial frequency and that staff training and development in the production of overhead projector materials is required. Staff development in the use of computer assisted instruction is also needed. It is noted that lack of time to develop visual aids, poorly equipped rooms, unavailability of hardware and software, and the lack of resources and materials prevented more use of visual aids. (DB)

ED 327 165 IR 014 790

Gardner, John; McMullan, Tom
Computer Literacy in UK Education--An Evolving Strategy.
PUB DATE- 90
NOTE- 7p.; Paper presented at the EURIT '90 Conference on Technology and Education (Herning, Denmark, April 23-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Curriculum Development; Educational Change; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Instructional Innovation; Interdisciplinary Approach; Microcomputers; Technological Advancement
IDENTIFIERS- *United Kingdom

For the past three decades, the United Kingdom (UK) has been searching for the best methods of providing computer literacy and competence for elementary and secondary pupils. Initially, schools developed computer studies as a separate area of study instead of promoting the use of computers across the curriculum, an approach supported by the Micro-electronics Education Programme (MEP). The debate between these two approaches involved parents, pupils, and employers as well as MEP experts and inservice teacher educators. In 1987, upon realizing that the bulk of information technology resources in schools had been used ~~only for~~ students 16 years or older who were taking General Certificate of Secondary Education (GCSE) classes, the National Curriculum demanded an information technology dimension in each of the core subjects and a cross-curricular approach to information technology competence. Despite the good intentions of such educational changes, it remains to be seen if this new strategy can succeed in its aim to make information technology competence a natural part of every pupil's repertoire. (22 references) (DB)

ED 327 181 IR 053 243

Haycock, Ken, Comp.
Summary of EL Research Findings to Date. What Works. Research: The Implications for Professional Practice.
PUB DATE- 89
NOTE- 13p.; Reprint, by Dyad Services, from "Emergency Librarian," 1989. Small type in reference sections throughout document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Administrator Role; *Cooperative Planning; Course Integrated Library Instruction; Elementary Secondary Education; Foreign Countries; *Library Research; *Library Role; Library Skills; *Media Specialists; Personality Traits; *Professional Development; Program Evaluation; *School Libraries; User Needs (Information)
IDENTIFIERS- Librarian Teacher Cooperation

Summaries of research findings on the following topics are compiled in this document: (1) students in schools with well-equipped resource centers and teacher-librarians perform better on achievement tests; (2) developing student competence in research and study skills is most effective when integrated with classroom instruction through cooperative planning and team teaching; (3) teacher-librarians who are extroverted and less cautious tend to be more successful; (4) teacher-librarians in secondary schools are not as involved in cooperative programs with classroom colleagues as principals, teachers, and teacher-librarians think they should be; (5) secondary school resource centers are more effective when designed according to the needs of the instructional program and student population; (6) students generally use libraries as a complement to school resource centers and generally prefer books to other resources; (7) the role of the principal is the key factor in the development of effective school library programs; (8) school library media coordinators have positive effects on library program development in the school district, but experience role conflict in their work; (9) teacher-librarians need to publish more about teacher-librarianship and school library programs; and (10) continuing education opportunities need to be increased for teacher-librarians. Each of the findings is presented on a separate page together with additional comments on the research and several references. (SD)

ED 327 195 IR 053 371

Helpful Information for Literacy Programs Gathered from Far and Wide.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- Mar 90
NOTE- 171p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Agency Cooperation; Learning Disabilities; *Library Material Selection; Library Role; *Library Services; *Literacy Education; Outreach Programs; Program Descriptions; Reading Skills; *Tutoring; *Volunteer Training
IDENTIFIERS- Texas

The first section of this guide about literacy programs in Texas features background information about literacy, including a definition of literacy; literacy statistics; a fact sheet about literacy in the United States; developmental stages of literacy; Kohl's four stages of literacy; characteristics of successful programs; barriers to and methods to enhance interagency cooperation; the library's role in literacy education; and an edition of "Special Topics," a newsletter that compiles selected citations from the current literacy literature. The second section focuses on resources--e.g., tutor training, Laubach literacy action in Texas, and funding resources. In addition to discussing literacy student recruitment, the third section addresses some differences between adults and children as learners and publicity for literacy programs. Volunteers and volunteer training are discussed in the fourth section, and creating a literacy council is described in the fifth. National literacy methodologies are explained in the sixth section. The final section covers material selection policies, presents bibliographies and lists oriented toward helping librarians plan literacy programs, and provides additional information of interest to tutors and volunteers. (SD)

Jones, Sylvester L.

The Development and Implementation of an Open-Entry/Open-Exit Competency-Based Individualized Nursing Assistant Program.

PUB DATE- Nov 90
NOTE- 58p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Persistence; Access to Education; *Allied Health Occupations Education; *Competency Based Education; Dropouts; *Educational Certificates; Educational Strategies; *Low Income Groups; *Nurses Aides; Postsecondary Education; Program Descriptions; *School Holding Power; Skill Centers; Student Attitudes; Student Attrition

In an effort to increase retention rates among nursing assistant program students, an open-entry/open-exit competency-based individualized program was implemented in 1990 at a small vocational skills center serving low-socioeconomic adult students. This change was instituted in response to a growing drop-out rate and to difficulties expressed by both students and potential students concerning the traditional program format which required completion of the required courses within one trimester. The individualized system had the following characteristics: open-entry and open-exit; variable learning time; credit granted for work completed; evaluation based on performance; and fixed program content. Class attendance data were collected for the 3-month period prior to program implementation and for the 3-month period after the new program was instituted. A comparison of the two periods produced the following findings: (1) enrollment increased over 107% during the 3-month period following implementation of the competency-based program; (2) enrollment during the 3-month period prior to program implementation showed a decrease of 44%; (3) while traditional enrollees had a 44% dropout rate, there were no dropouts recorded during the first three months of the new program; and (4) the program graduation rate increased by 87.5% after implementation of the competency-based phase. Tables provide longitudinal data on the nurse assistant program dropout rate, and the percentage change in dropout rate for each trade. Skills task lists from the nursing assistant program are appended. (JMC)

ED 327 237 JC 910 050

Opinions and Attitudes of Statewide Community College Students, June 1990. 2nd Biennial Community College Student Survey .
Michigan State Board of Education, Lansing. Project Outreach.
PUB DATE- Jun 90
NOTE- 61p.; One of a series of public opinion surveys conducted by Project Outreach. For related documents, see JC 910 046-051, ED 239 766, and ED 260 080.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Community Colleges; Full Time Students; Part Time Students; Paying for College; Questionnaires; *Student Attitudes; Student Behavior; *Student Educational Objectives; Student Evaluation of Teacher Performance; Telephone Surveys; Two Year Colleges; *Two Year College Students

In June 1990, a statewide telephone survey was conducted of 1,200 full- and part-time students from the 29 Michigan community colleges as a follow-up to a similar survey conducted in 1988. As in the previous study, the 29 colleges were classified as rural, urban, and suburban institutions and a total of 200 part-time and 200 full-time students were contacted from each group. Study findings included the following: (1) 79% of part-time and 67% of full-time students stated that their primary reason for attending college was to improve their job prospects; (2) 91% of respondents felt they were getting their money's worth from community college while 95% said they would recommend a community college to a friend; (3) the percentage of students who had first applied to a four-year college dropped since the initial survey from 46% to 21% while those seeking an Associates degree dropped from 65% to 55%; (4) among reasons given for attending a community college, 42% sought university credit, 30% were preparing for a new job, and 15% were seeking to improve existing job skills; (5) 71% of respondents stated that they planned to re-enroll at the college in a subsequent semester, from 67% in 1988; (6) 65% of respondents indicated that they were performing better academically than they had in high school; (7) 58% of students said that the cost of tuition at the community college was very reasonable but 68% considered the cost of books to be unreasonable; and (8) both full-time and part-time students gave full- and part-time faculty high praise. Data tables and the survey instrument are included. (GFW)

ED 327 250 JC 910 066

Head, Ronald B.

Minority Enrollment Report: Fall Semester 1990. Research Report Number 1-91.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

PUB DATE- Feb 91

NOTE- 28p.; For the previous year's report, see ED 316 283.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- American Indians; Asian Americans; *Black Students; Community Colleges; Declining Enrollment; *Enrollment Rate; *Enrollment Trends; Hispanic Americans; Longitudinal Studies; *Minority Groups; Pacific Americans; *Racial Balance; Racial Composition; School Holding Power; Two Year Colleges; *Two Year College Students

Each year, Piedmont Virginia Community College (PVCC) examines longitudinal data on fall term minority enrollment to identify trends which may be of interest to those involved in planning student recruitment and retention activities. The findings of the 1990 study indicated that: (1) 552 minority students enrolled at PVCC during fall semester 1990, surpassing the fall 1989 record of 484; (2) 12.7% of the of the total student population were minorities, the highest percentage in the college's history; (3) blacks represented and 10.6% of the total student population and 83.2% of the minority student population, representing the largest number of black students to attend PVCC in any single term; (4) from fall 1989 to fall 1990, the number of minority students has increased 20%, the number of black students has increased 21%, and the percentage of the student body which is minority has risen from 11.1% to 12.7%; (5) between fall 1989 and fall 1990, both white student and total student enrollments decreased while minority enrollment increased; (6) a slightly higher percentage of black students resided within the PVCC service region than did white students; (7) the number of new black students increased by 4.2% and the number of returning black students rose 16.6%; (8) the percentage of non-black minority students new to PVCC was 40%; and (9) just over 33% of all PVCC students were enrolled in transfer programs in fall 1990. Tabular data representation, and pie charts are included. (GFW)

ED 327 264 JC 910 081

Institutional Development Plan. Presented to the Department of Advanced Education, Government of Alberta.
Lethbridge Community Coll. (Alberta).
PUB DATE- Jan 91
NOTE- 61p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; *College Planning; Community Colleges; *Educational Development; Educational Finance; *Enrollment Projections; Government School Relationship; *Institutional Mission; Mission Statements; Program Descriptions; School Business Relationship; School Demography; Student Characteristics; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Canada

At Lethbridge Community College (LCC) in Lethbridge, Alberta, widely acknowledged as Canada's first community college, personal and professional development is stressed for all staff and students. The mission of LCC is to meet the needs of adults throughout their lives by providing excellent learning opportunities through high quality programs and services. Demand for these programs at the college is determined by three factors: employment opportunities for graduates; career interests of potential graduates; and training initiatives promoted by sponsoring agencies and governments. While the college's overall program mix is diverse, there are a number of unique college programs including irrigation technology, farm financial management, and engineering design and drafting technology. Recently, five substantial planning activities have been initiated to address aspects of the college's continued development. In addition, four trends and issues have been identified by college constituencies as most likely to affect college operations in the 1990s: (1) the influence of learners; (2) the type of educational/training services which will be required during the 1990's; (3) the content and quality of instruction available during the 1990s; (4) and the availability of financial resources and the appropriate human and physical resources during the 1990's. Inspired by its diversity, LCC foresees development as client-centered, building on strengths, extending programs, and pursuing new technologies. From these foundations, the college anticipates increased enrollments, a current staff, the maintenance of facilities, increased funding, and a change in mandate. Appendixes list programs, enrollment projections, budgets, enrollment growth, and initiatives under consideration. (JMC)

ED 327 330   PS 019 371

McCown, Darlene; Sharma, Chandra
The Behavioral Adjustment of Clergy Children.
PUB DATE- 12 Nov 90
NOTE- 15p.; Paper presented at the Annual Conference of the National Council of Family Relations (52nd, Seattle, WA, November 12, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Children; *Clergy; Stress Variables
IDENTIFIERS- *Normal Children

The purpose of this study was to describe the social competencies and behavioral problems of a national sample of pastors' children and to compare them to age and sex standardized norms. Data on 98 children between 4 and 16 years of age were obtained by using the Child Behavior Checklist with a random sample of 62 families. Pastors' children have traditionally been thought to have more behavioral problems than other children, since they face high expectations and are part of families which are often under public scrutiny. Findings indicated that scores for both boys and girls at each age grouping fell well within the acceptable norms for social competencies and behavioral problems. (Author/RH)

ED 327 392   SE 051 839

Rancifer, Jesse L.; Pinchback, Carolyn
The Decline of Blacks in Mathematics: Implications for Elementary, Secondary, and Higher Education.
PUB DATE- 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Black Students; *College Mathematics; *Elementary School Mathematics; Elementary Secondary Education; Field Dependence Independence; Higher Education; *Mathematics Education; Minority Groups; Role Models; *Secondary School Mathematics; Socioeconomic Status; Student Attitudes; Student Participation; Teaching Methods

The decline of blacks in mathematics is a disjuncture in education that is not easily understood. It is an issue that has been discussed and researched for decades. The purpose of this literature review was to review findings that contribute to the decline of blacks in mathematics and to explore some of the implications of this decline for elementary, secondary, and higher education. This review covers five areas: (1) achievement; (2) role models; (3) attitudes; (4) socioeconomic status; and (5) teaching methods, including field dependent and field independent methods. Lists of implications for elementary, secondary, and higher education are provided. A list of 24 references is included. (CW)

Proyecto Principal de Educacion en America Latina y el Caribe. Boletin 16 (Main Project for Education in Latin America and the Caribbean. Bulletin 16).

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE- Aug 88

NOTE- 87p.

LANGUAGE- Spanish

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Adult Education; Attendance; Developing Nations; *Dropouts; Educational Development; Educational Planning; Foreign Countries; Global Approach; Higher Education; *Program Design; Social Science Research; Social Studies

IDENTIFIERS- *Caribbean; *Latin America

The three articles in this bulletin address various education problems in Latin America. Ernesto Schiefelbein ("Seven Strategies for Raising the Quality and Efficiency of the Education System") proposes seven educational strategies to confront existing problems, limitations, and the failure to retain students with few socioeconomic resources. Nine tables of data about various countries describing matriculation and dropouts are provided. Hugo Rudolfo Lovisolo ("Two Models for Adult Education") analyzes the problems, characteristics, and dilemmas surrounding adult education in Latin America, particularly in the context of the Educational Foundation of Brazil. Jeanette Morris ("Adult Education for Language Improvement") presents the results of an innovative program for language teaching in Trinidad and Tobago. The program was developed in response to student dissatisfaction and placed emphasis on oral ability. Brief reports on various research projects in progress also are included. (NL)

Kaminski, Lindalee
Improving Social Studies Achievement: An Interdisciplinary Approach.
PUB DATE- Jul 89
NOTE- 88p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Basic Skills; Civics; Critical Thinking; Current Events; *Curriculum Development; Elementary Education; Grade 2; *Interdisciplinary Approach; *Learning Problems; Low Achievement; Primary Education; *Skill Development; *Social Studies; Thinking Skills; Whole Language Approach

A high percentage of students in a second-grade class with low socioeconomic characteristics demonstrated exceptionally low achievement in social studies. The problem was addressed by the implementation of an interdisciplinary program to increase basic skills in all areas of the curriculum. Activities designed to increase the target group's understanding of social studies concepts while practicing skills in reading, language arts, mathematics, and science were incorporated into all subject areas utilizing a whole language approach. An emphasis on critical thinking and daily news events allowed for student growth in inferential comprehension and the formation of attitudes about the world. The results indicated a significant increase in social studies achievement for all target group members (N=16). Students also demonstrated positive affective changes as their concern and interest in the news increased. Appendices include diagnostic and observation sheets, sample testing instruments, and additional student data. (Author)

ED 327 477 SP 032 474

O'Loughlin, Michael

Teachers' Ways of Knowing: A Journal Study of Teacher Learning in a Dialogical and Constructivist Learning Environment.

PUB DATE- Apr 90

NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beliefs; Dialog Journals; *Epistemology; Higher Education; Inservice Teacher Education; Journal Writing; *Self Evaluation (Individuals); *Teacher Attitudes; Teacher Education; *Teacher Student Relationship

IDENTIFIERS- *Empowerment; Freire (Paulo); *Reflective Teaching

Research suggests that the formal socialization teachers receive in teacher education programs may be the least influential factor in determining their beliefs about teaching and pedagogical practice. The beliefs prospective teachers have developed about teaching as a result of their long immersion as students in the culture of schooling appear to have a profound influence on the way they teach and the way they think about teaching. The majority of teachers and prospective teachers initially demonstrate a tremendous resistance to the notion that students possessing a sense of agency can be empowered to take responsibility for constructing their own understanding and, ultimately, determining the direction of their own lives. It is argued that teachers' beliefs are culturally constructed ideological systems, frequently unconsciously held, pervading their entire ways of knowing and acting, not just their explicit philosophies of teaching and learning. This fundamental resistance to reflective teaching is illustrated with extensive excerpts from a professor's reflective journal about students in an inservice teacher education class. The method used in this class was Paulo Freire's approach to critical pedagogy which attempts to enable teachers to develop more enriched ways of knowing, a more empowered sense of agency, and more progressive pedagogical beliefs. The course syllabus is appended. (JD)

ED 327 100   HE 024 117

Glenn, Phillip; And Others
An Oral Communication Program: Goals and Implementation.
PUB DATE- Jun 89
NOTE- 13p.; Paper presented at the Speech and Writing Conference of the Canadian Speech Communication Association (Ontario, Canada, June 1989). For a related document, see HE 024 116.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anxiety; College Programs; *Communication Skills; *Curriculum Development; Higher Education; *Integrated Activities; Listening Skills; *Models; Needs Assessment; Prevention; Program Development; Program Evaluation; Program Implementation; Public Speaking; Skill Development; *Speech Communication; *Teaching Methods
IDENTIFIERS- Oral Communication Program; *Radford University VA

The Oral Communication Program at Radford University (Virginia) is designed to: (1) provide programming, facilities, and professional expertise to help students and faculty improve oral communication skills; and (2) support and facilitate the incorporation of oral communication into the undergraduate curriculum throughout the university, using the Writing Across the Curriculum program as a model. The program is composed of six elements: an information exchange forum, oral presentation program, communication apprehension program, listening program, small group communication program, and the communication laboratory. This paper offers a discussion of the need for such programs in higher education, a description of program implementation, and an evaluation of the program's success. (Eight references.) (JDD)

ED 327 116 HE 024 147

Shaughnessy, Michael F.
Underachievement in Higher Education--Intelligence, Personality, and Motivation.
PUB DATE- Dec 89
NOTE- 13p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Failure; *Behavior Problems; *College Students; Higher Education; *High Risk Students; Learning Problems; Performance; Personality Traits; Psychological Characteristics; *Self Destructive Behavior; Student Behavior; Student Motivation; *Underachievement

An examination is made into the possible reasons for underachievement in higher education, on the theory that personological variables such as persistence and diplomacy may contribute as much to success as I.Q. points. Various lists are provided of the salient factors, and their explanations, that contribute to underachievement, as proposed by several authors on the subject. Among these factors are: too little or too much self-conficence; procrastination; fear of failure; lack of concentration; poor judgment; and wallowing in personal difficulties or excessive self-pity. Nine common reasons for "failure" or lack of success are also listed and include: lack of commitment; poor interpersonal skills; self-destructive behavior; poor management; and not being properly focused. Along with these, additional self-defeating behaviors or cognitions are described, such as an inordinate use of alcohol and drugs, excessive escapism, burn-out, emotional disturbance, and a lack of coping skills. It is suggested that in studying underachievement, the role of personality and motivation should be emphasized more and that less reliance should be placed on I.Q. test scores and their relationship to achievement test scores or performance in the real world. (GLR)

ED 327 132 IR 014 696

MS DOS Tool Software Including Public Domain, Grades K-6.
New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.
PUB DATE- 89
NOTE- 358p.; For the manual for grades 6-12, see IR 014 783. The program disks are not included with this ERIC document.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Literacy; Computer Software; Curriculum Guides; Educational Media; Elementary Education; Instructional Materials; *Microcomputers; *Word Processing; Worksheets
IDENTIFIERS- *Disk Operating Systems; *MS DOS

This curriculum guide is designed to assist teachers and supervisors in introducing lower elementary students to the MS DOS computer and the word processing program PC Write. Accompanying this guide are two program disks: PC Write, which is a public domain word processing program and Disk Care, which reinforces rules for caring for disks. The guide begins by introducing students to computers: where and how they are used, hardware and software, and the proper handling of disks and computer lab equipment. After learning basic computer skills such as loading, saving, and formatting disks, students are introduced to specific word processing skills such as centering, block commands, and searching. Each lesson is followed by worksheets which reinforce what was taught in the lesson. Following the basics are lessons which use the computer as a writing and editing tool, encouraging the student to create poetry, short stories, and a newspaper. It is suggested that the book be used sequentially after the teacher is thoroughly versed in PC Write and familiar with the school's computer lab. Several classroom management procedures are noted as being particularly helpful in assuring a successful computer lab experience for both teacher and students. Appended materials include word processing activities, a glossary of terms, software duplication guidelines, tips on caring for diskettes, a list of Technical Assistance Centers located in the five boroughs of New York City, and student worksheets and games. (Author/DB)

O'Brien, Robert W.

The Use of Family Members and Peers as Resources during Adolescence.

PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (Atlanta, GA, March 22-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Context Effect; *Family Influence; Family Relationship; Fathers; Females; Males; Mothers; *Peer Influence; Peer Relationship; Questionnaires; Sex Differences; Siblings; *Social Support Groups
IDENTIFIERS- *Resource Utilization

In this study, 242 adolescents were asked to indicate the likelihood that they would seek support from their mother, father, closest sibling, and closest friend when confronted with each of 24 common concerns. Mean scores were generated in eight specific and three general categories for all four target individuals. Mean scores for target individuals were compared. Mothers were the most likely source of support in the family. Siblings were rated higher than mothers for dating support, and were a more likely source of support than fathers for several areas. Peers were the most likely source of support, with higher ratings than siblings in all categories, and with higher ratings than parents in all areas except financial support, career planning, and personal values. Although ratings were similar for both genders, where differences did exist, females were more likely to go to peers and mothers for support than were males. Younger adolescents showed strong preferences for mothers and peers, while older adolescents were likely to give higher ratings to fathers and siblings in several areas. Peers were rated higher than other targets on most areas of support-seeking. Findings reinforce the importance of context and its interaction with gender and age in determining adolescents' support-seeking behavior. (Author/RH)

ED 327 376 SE 051 820

Sivertsen, Mary Lewis, Comp.

Science Education Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.

Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.

PUB DATE- *Oct 90*

NOTE- 31p.; *For previous editions see ED 283 673 and ED 316 434.* Product of the Recognition Division.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Course Descriptions; Curriculum Guides; *Elementary School Science; Elementary Secondary Education; *Instructional Materials; Learning Modules; National Programs; *Program Descriptions; *Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Teaching Methods; Zoos

IDENTIFIERS- *National Diffusion Network

These programs are available to school systems or other educational institutions for implementation in the classroom. Some programs may be able to offer consultant services and limited assistance with the training and materials associated with installing one of these programs in schools. Information about the National Diffusion Network (NDN) is provided. Programs listed include: (1) "Conservation for Children"; (2) "Foundational Approaches to Science Teaching (FAST)"; (3) "Geology Is"; (4) "Hands-On Elementary Science"; (5) "Informal Science Study (ISS)"; (6) "Life Lab Science Program"; (7) "Marine Science Project: FOR SEA"; (8) "The Mechanical Universe High School Adaptation"; (9) "Physics Resources and Instructional Strategies for Motivating Students (PRISMS)"; (10) "Physics-Teach to Learn Program"; (11) "Sci-Math"; (12) "Starwalk"; (13) "Stones and Bones: A Laboratory Approach to the Study of Biology, Modern Science, and Anthropology"; (14) "Wildlife Inquiry Through Zoo Education (WIZE)"; (15) "Jeffco Life Science Program"; and (16) "Science-Technology-Society: Preparing for Tomorrow's World." A listing of state facilitators and a facilitator for private schools is also included. (KR)

ED 327 408 SE 051 855

Veglia, Geremia; And Others
Public Attitudes toward Human Genetic Manipulation: A Revitalization of Eugenics?
PUB DATE- 90
NOTE- 26p.; Paper presented at the National Technological Literacy Conference at the National Association of Science, Technology and Society (5th, Arlington, VA, February 2-4, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Measures; Bioethics; *College Science; College Students; Demography; *Ethics; *Genetic Engineering; Heredity; Higher Education; Moral Values; *Science and Society; Science Education; Student Attitudes; Surveys; Technology

The purpose of this investigation was to measure the attitudes of college students across the United States concerning the possible use of genetic manipulation, especially in terms of enhancing human physical and intellectual characteristics. The instrument used was divided into three general areas of inquiry: the first, designed to measure the respondents' personal acceptance of genetic engineering; the second, designed to measure respondents' attitudes toward negative eugenics; and the third, to solicit opinions about which of these college students' social attitudes could influence or provide a rationale for their participation in a genetic engineering program. Also included in the questionnaire was a set of demographic questions to ascertain what, if any, personal background factors influenced the answers of respondents. The results from education, science/technology, and business/law majors are compared. Sections include: (1) "The Human Genome Initiative: The Possible Rebirth of Eugenics"; (2) "Research Assumptions"; (3) "The History of Eugenics"; (4) "Methodology"; (5) "Data and Analysis"; and (6) "Conclusions." (KR)

ED 327 069 FL 800 219

1990: Ano Internacional de la alfabetizacion: Acciones sugeridas para America Latina y el Caribe = 1990 International Literacy Year: Suggested Actions for Latin America and the Caribbean.
United Nations Educational, Scientific, and Cultural Organization, Michoacan (Mexico). Regional Office for Educ. in Latin America & Caribbean.

PUB DATE- 90
NOTE- 99p.
LANGUAGE- Spanish
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; *Educational Needs; *Educational Objectives; *Educational Strategies; Foreign Countries; Instructional Materials; International Cooperation; *Literacy; Program Development; *Program Implementation; Teacher Education
IDENTIFIERS- *Caribbean; International Literacy Year 1990; *Latin America

This booklet discusses the needs for literacy education in Latin America and the Caribbean during International Literacy Year. Particular focus is on the objectives of International Literacy Year and suggested actions are provided in the four following areas: (1) operative strategies for the realization of the International Literacy Year, including those relating to educational policy, the objectives of the project, organization, research, and international cooperation; (2) capacity-building, instructional materials, and communication media; (3) continuing education, including actions intended to guarantee continuing education and recommendations for continuing education; and (4) implementation, evaluation, and research, including innovation, projections, definition of priorities, research projects, and other considerations. Summaries of the proposals and recommendations are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 327 084 HE 024 098

Research Student and Supervisor. An Approach to Good Supervisory Practice.
Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *Doctoral Programs; *Graduate Study; Higher Education; Research Papers (Students); *Student Evaluation; *Student Research; *Supervisory Methods; Teacher Influence

The lack of a planned, disciplined, and well-supervised approach to research which frustrates a student's timely completion of a Ph.D. program is addressed. Some practices are discussed which, if adopted, could lead many more students to complete their Ph.D. expeditiously. A framework is presented that is intended to help the student and the supervisor to recognize when things are starting to go wrong in the progress towards completing the Ph.D. program. Some of the reasons are discussed, most particularly those associated with research methods, problems of completion time or failure to complete. Guidelines are suggested for each stage of progress towards a completed Ph.D. program, as well as ways to enable both the supervisor and the student to recognize whether the student should continue on for the Ph.D. A checklist on good supervisory practice is provided, in question form, which reinforces the main points addressed in the report. Six references. (GLR)

ED 327 149 IR 014 772

Elliott, John D.
Computer Literacy for Student Teachers and Elementary Children through Programming.
PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Courseware; Elementary Education; Feedback; Foreign Countries; Higher Education; *Programed Instructional Materials; *Programing; *Student Teachers; *Teacher Developed Materials; Teacher Effectiveness

This paper argues that teachers and students should be creators as well as consumers of computer software, not only so that they might better appreciate the skills involved, but also to improve teacher effectiveness in the classroom. As part of their own class work, 13 second-year student teachers developed a branching program using simple basic commands. The purpose of the program was to provide direct feedback to student responses. They then taught 25 children in grades 4-6 the same program. The student teaching experience allowed the teachers to learn the branching program, share that knowledge with children, and gain an awareness of the importance of feedback in teaching. (DB)

ED 327 281 PS 019 220

Giddings, Louise
In the Kitchen with Your Young Child.
PUB DATE- 89
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Child Development; *Child Rearing; *Child Role; Cooking Instruction; Discovery Learning; *Family Environment; *Learning Activities; Parent Child Relationship; Parent Materials; *Parent Role; Play; Story Telling; *Young Children
IDENTIFIERS- Family Communication; Housework; *Kitchens

Under the guidance of alert adults, young children can develop new understandings, learn valuable skills, and acquire positive attitudes toward life and learning by taking part in activities in the kitchen. This book provides ideas that parents and parent surrogates can use to provide experiences in the kitchen that will contribute to children's intellectual growth. The activities discussed are varied and offer a range of opportunities for child involvement. Several categories of activities are included. Exploring activities are those that allow children to freely examine materials. Cooking experiences allow children to handle food and assist in the preparation of foods. Chores activities offer experiences which lead to the formation of good work habits and responsible behaviors. Play activities encourage children to express themselves freely and creatively. A section on talking and storytelling provides suggestions for promoting open communication, language development, use of symbolism, and growth in imagination. (21 references) (BB)

ED 327 315 PS 019 325

Travis, Nancy; Rhodes, Judy

School-Age Child Care: A Guide for Working Parents.

Save the Children, The Child Care Support Center, Atlanta, GA.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Check Lists; Community Programs; *Criteria; *Decision Making; Elementary Education; *Employed Parents; Guidelines; *Latchkey Children; Program Evaluation; Resource Materials; *School Age Day Care; *Selection
IDENTIFIERS- *Georgia (Atlanta)

This guide for employed parents describes types of programs available to school-age children, criteria parents can use in selecting a program that meets their child's needs, and ways to find or develop neighborhood child care programs. Options for young children include day care centers, day care in schools, family day care, and care at home. Discussion of older children's self-care includes advice on preparing children to stay alone at home and emergency back-up services. The process of selecting a child care option is discussed mainly in terms of questions focusing on evaluation of the child and his or her program, the child's ability to stay alone at home, the child's inability to cope with his or her care situation, and whether a child is troubled. Concluding discussion offers advice on what to do if appropriate care is not available. Appended are a bibliography and a resource list, as well as a checklist for school-age programs organized into four categories: the caregiver; the program; the home or center; and the parent's responsibility to the caregiver. (RH)

ED 327 331 PS 019 372

Zucker, Robert A.; And Others
A Prevention Program for Preschool C.O.A.s: Design and Early
Effects.
PUB DATE- Aug 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American
Psychologial Association (Boston, MA, August 10-14, 1990). Some
pages contain light type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *At Risk Persons; Behavior Modification; Behavior
Problems; *Intervention; *Outcomes of Education; Outreach
Programs; *Prevention; Program Effectiveness; Program Evaluation;
Prosocial Behavior; *Recruitment; *Young Children
IDENTIFIERS- *Sampling Error

This report addresses three levels of questions about the effectiveness of the Michigan State University Multiple Risk Outreach Program (MROP). The MROP was designed to recruit families from this high-risk population and test the implementation of an intervention protocol in a population-based program for 3- to 6-year-olds and their families. This intervention protocol had proven to be effective in the management and reduction of conduct problems among older, clinically referred children. A total of 99 families, all Caucasian, formed the study sample. Questions addressed concerned: (1) the effectiveness of the recruitment strategy; (2) characteristics of the mother-only treatment condition, the both-parents treatment condition, and the no-treatment control condition; and (3) the outcome for children in families who received the intervention protocol versus the outcome for those who did not. Data from the subset of families who completed the intervention and the study through the posttreatment assessment and evaluation phase are presented. (RH)

ED 327 347 RC 017 850

Keefe, Susan Emley, Ed.
Appalachian Mental Health.
PUB DATE- 88
NOTE- 252p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Cultural Background; *Cultural Context; Cultural Influences; *Delivery Systems; Extended Family; *Health Services; Mental Disorders; *Mental Health; Regional Characteristics; Rural Areas; Rural Population; Sociocultural Patterns; Use Studies
IDENTIFIERS- Appalachia; *Appalachian People; *Service Utilization

In this book, 17 psychologists, anthropologists, social workers and others explore important theoretical and applied issues concerning the mental health of Appalachian people. Rejecting the view of Appalachia as an area dominated by a culture of poverty, these papers portray a strong regional culture based on family, community, and religion. This cultural context has implications for development of mental health problems and coping skills, and for delivery of mental health services. Part I, "The Appalachian Context," contains papers on past and present Appalachian cultural systems, Appalachian family ties, and religion in southern Appalachia. Part II, "Sociocultural Systems and Mental Health Problems," contains papers on adaptive socialization values of low-income Appalachian mothers; gender, class, and self-image; the social context of "nerves" in eastern Kentucky; and social support networks of families with handicapped children. Part III contains three papers on factors affecting the use of mental health services, ways to enhance service utilization, and differences in service utilization between Appalachians and non-Appalachians. Part IV, "Cultural Considerations in Therapeutic Encounters," contains papers on cross-cultural conflict between providers and local staff members and clients, Appalachian family therapy, and hospitalized Appalachian adolescents. Part V contains two papers on "Problems and Promise in Appalachian Mental Health Service Delivery." (SV)

ED 327 361 RC 017 943

Cole, R.; And Others

Creating a New Future in West River. A Series of Case Studies by Teachers, Principals, Superintendents and an Outside Observer of the South Dakota Rural Schools and Community Development Projects.

Mid-Continent Regional Educational Lab., Aurora, CO.

PUB DATE- 90

NOTE- 51p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Case Studies; *Community Development; *Economic Development; Elementary Secondary Education; Program Evaluation; Rural Areas; *Rural Development; Rural Economics; Rural Education; Rural Schools; *School Community Programs; School Community Relationship

IDENTIFIERS- *South Dakota

Many rural communities share these complaints: (1) an exodus of the best and brightest young people; (2) a changing and ambivalent self-concept about the identity and the future of the community; and (3) a scarcity of good jobs to act as the mortar that bonds the other elements together. The South Dakota Rural Schools and Community Development Program was begun for the purpose of economic development and community-building through the public schools. Based on observations and interviews with community members and school personnel, five communities in the West River region are profiled to show how the program is working: Edgemont; Belle Fourche; Buffalo; Presho; and Custer. Identified problems are similar in all of small-town and rural America, though to different degrees. The problems are: (1) administrators with an overabundance of roles; (2) higher expectations of already overworked teachers in an effort to expand curriculum offerings; (3) the centrality of professional development to school improvement; and (4) the enormous and growing gap between what schools are doing now and what they will need to be doing to meet the demands of the information age. The aim of saving rural communities through their schools runs counter to the ways in which the school establishment has operated for generations. In striving to affect both rural life and life within schools, the goal of the Rural Schools and Community Development Program may not be reached for many years, as the obstacles that face the project are formidable, growing out of the deepest structure of schooling, untouched by generations of reform. (ALL)

ED 327 393   SE 051 840

Marion, Scott F.
Gender Differences in Selecting Undergraduate Science Majors.
PUB DATE- 88
NOTE- 23p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Causal Models; *College Science; *Course Selection (Students); *Females; Higher Education; Longitudinal Studies; *Majors (Students); Multiple Regression Analysis; *Path Analysis; Science Education; Sex Differences; Student Attitudes
IDENTIFIERS- *High School and Beyond (NCES)

A major concern of science educators is the lack of talented females selecting science careers. In spite of attempts during the past few decades to create equality in all facets of life in the United States, many sexual stereotypes persist. The research presented here is designed to examine the relationship of sex to the relevant factors influencing the decision to choose a college major in the technical sciences. Data from students in the High School and Beyond sophomore cohort who had participated in surveys in 1980, 1982, 1984, and 1986 (n=188) were analyzed and a path model was constructed. While noticeable gender differences did emerge in this study, there was a very small direct effect of gender on the dependent measure of science major. Many of the strong paths showed similar results for both sexes, for example, the path leading from family background through ability, achievement, and advanced courses, to college major. Separating the analyses by sex helped to point out some interesting path differences. The most interesting difference involved the path for females--from self-efficacy through science and mathematics attitudes, to advanced courses, and then on to college major. The same path was virtually absent for males. A list of 16 references is included. (CW)

ED 327 441 SO 030 309

Achola, Paul Pius Waw

Implementing Educational Policies in Zambia. World Bank Discussion Papers No. 90. Africa Technical Department Series.

World Bank, Washington, D. C.

PUB DATE- 90

NOTE- 68p.; For related documents, see SO 030 302-310.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) N

DESCRIPTORS- African Studies; Colonialism; Developing Nations; *Educational Development; *Educational History; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; Primary Education

IDENTIFIERS- *Zambia

At the time of independence from Britain in 1964, the educational system in Zambia was, as elsewhere in Africa, racially segregated and heavily biased against Africans. This paper briefly reviews the situation at independence before enumerating post-independence educational policy landmarks through both acts of Parliament and national development plans and related documents. It discusses successes and failures in program implementation as evidenced by internal and external efficiency criteria. Particularly the primary school system has expanded substantially, although there are few data about internal efficiency. Nevertheless, the young and growing population continues to put pressure on the system--a doubling of primary school places by the year 2000 would be necessary simply to maintain the present gross enrollment rates. High rates of unemployment, especially after completion of primary and secondary school, point to poor external efficiency. Other factors contributing to problems with the successful implementation of educational policies have been a poor economy, inadequate supply of teachers above the primary level, problems with curriculum relevance, and an entrenched debate about the merits of English language versus native language teaching. (Author)

ED 327 053   FL 019 002

Grosse, Christine Uber
US Directory of Foreign Language Education Programs.

PUB DATE- Nov 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Nashville, TN, November 16-19, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; Directories; Graduate Study; Higher Education; *Information Needs; *Language Teachers; National Surveys; *Program Descriptions; Research Methodology; *Second Language Instruction; Teacher Certification; *Teacher Education; *Teacher Supply and Demand; Undergraduate Study
IDENTIFIERS- *American Council on the Teaching of Foreign Langs; Florida International University

The preparation of a directory of foreign language education programs was a response to the lack of an information source for location or curricular content of programs in foreign language pedagogy, and followed the lead of other associations in the United States and abroad in compiling such information. Despite having developed guidelines for teacher preparation programs to follow, major professional associations in this country have not established a central program record. The directory, developed by national survey, will list state-approved undergraduate and graduate teacher education programs, an overview of state certification requirements and reciprocity agreements, and descriptions of the programs of all responding institutions, analyzing the extent to which the curricular content of each is consistent with guidelines of the American Council on the Teaching of Foreign Languages. The survey was funded by Florida International University's Center for Multilingual-Multicultural Studies. It is proposed that the directory may help alleviate the language teacher shortage by identifying training and teacher recruitment opportunities, improving communication within the field, and calling attention to the need to streamline certification. (MSE)

ED 327 101 HE 024 118

Mauch, James E.

Foreign Students: Catalyst for Reducing Parochialism.

PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Choice; College Programs; Cultural Exchange; *Educational Practices; Ethnic Groups; *Ethnocentrism; Foreign Culture; *Foreign Students; Higher Education; Multicultural Education; *Role of Education; Second Language Learning; Sociocultural Patterns; Student Needs; Values
IDENTIFIERS- Open Society

Foreign students make up an important, and growing, segment of higher education in the United States. Reasons why foreign students come to the United States to study include the following: (1) the United States offers a serious approach to higher education in which students receive appropriate training and generally are able to complete the training; (2) the United States is an open society; and (3) programs take a reasonable length of time to complete. The use of English, which is a language college students from foreign countries have generally studied, is also a consideration. To meet the needs of foreign graduate and professional students, universities in the United States should emphasize skills, academic values, and learning strategies, rather than moral or religious values; be open to foreign ideas; be expeditious; insist on good English and good English-language instruction; teach diversity of ethnic, linguistic, and religious backgrounds; respect, honor, and help preserve the language and culture of the foreign student; orient foreign students' studies to the type of work they will be doing in their native countries; develop international exchange programs for both students and faculty; deal with United States' own ethnicity and parochialism; and engage in worldwide research and research on international issues. (JDD)

ED 327 166 IR 014 791

Castoldi, Shirley S.
Development of a Computer Program To Improve Sixth Graders Use of a Local Area Network.
PUB DATE- May 88
NOTE- 86p.; Educational Specialist Practicum Report, Nova University. Some lines of code in program are illegible.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; Computer Software Development; *Grade 6; *Instructional Design; Intermediate Grades; *Local Area Networks; Middle Schools; Pretests Posttests; Program Implementation

This practicum was developed in response to a concern that a week-long orientation program did not eliminate the difficulties experienced by sixth graders in signing onto and using the school's Local Area Network (LAN). Class printouts demonstrated a noticeable discrepancy between the number of skills students were supposed to complete and the actual number completed. To remedy this situation, a computer program was developed to introduce practicum participants to networking; to explain the signing on process in a clear concise way; and to demonstrate the proper use of the computer control keys needed to successfully use the networking software. Results showed marked improvement in the use of the LAN by practicum participants. This tutorial is now recognized as an integral part in the implementation of the school's networking program. Appendices include a pre/post test, charts of student progress made, a glossary, an annotated bibliography of 10 items, and a computer printout of the program comlement. (DB)

ED 327 196 IR 053 372

Road to the White House Conference. Texas Conference on Libraries and Information Services, "Texas Libraries: Building Community Partnerships."

Texas Library Association.

PUB DATE- 90

NOTE- 79p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Involvement; Community Services; *Cooperative Planning; Library Personnel; *Library Role; *Library Services; Literacy; Outreach Programs; Productivity; Publicity; State Programs; Statewide Planning

IDENTIFIERS- Texas; *Texas Conference on Libraries Information Services; *White House Conference Library Info Services

Designed to give the citizens of Texas information on the 1990 White House Conference on Library and Information Services process, this book is intended to disseminate information on the White House Conference and the Texas Conference; provide information and forms to encourage conference involvement through delegate nomination and resolution development; and distribute information on libraries and information services and the conference themes of literacy, productivity, and democracy. The report also: (1) reviews the 1979 White House Conference and looks into the future beyond the conferences, discussing how to keep citizen delegates committed and active for a minimum of one year after the 1991 White House Conference; (2) discusses resolutions, procedures for preparing resolutions, and the official resolution form; (3) reproduces clip-art logos produced for the White House and Texas conferences; (4) lists personnel involved in the Texas Library Association and statewide and regional committees; and (5) provides a timeline of the Texas conference process. (SD)

ED 327 211　　　IR 053 393

The Information Society--A Challenge for Education Policies?
Council of Europe, Strasbourg (France).
PUB DATE- 89
NOTE- 8p.; Paper presented at a Session of the Standing Conference of European Ministers of Education (16th, Istanbul, Turkey, October 11-12, 1989). For related papers, see IR 053 389-392.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Access to Education; *Computer Literacy; Computer Software; Curriculum Enrichment; *Distance Education; Educational Strategies; *Educational Technology; Elementary Secondary Education; Equal Education; Foreign Countries; Global Approach; Higher Education; Information Technology; *Mass Media; Teacher Education
IDENTIFIERS- Information Society; Media Education; *New Information and Communication Technologies

This paper looks at some of the characteristics of the information society, assesses its implications for government policies on education, and highlights certain challenges and opportunities for education. Four questions are raised and discussed: (1) whether the role and general goals of education should be adapted to meet the challenge of the emerging information society; (2) what order of priority should be assigned to the New Information and Communication Technologies (NICT) and media-related curricular objectives; (3) how to incorporate these objectives in the curriculum, and (4) how the NICT and the media may best serve the goals of open and distance learning. The conclusion of this paper discusses more practical aspects of integrating the NICT into a curriculum with a special emphasis on software development, teacher training, evaluation, and school management training. (MAB)

ED 327 225   JC 910 037

Tucker, Mary Lee
The Relationship between Aging and Job Satisfaction for Humanities and Social Science Faculty in the Virginia Community College System. Research Report Number 8-90.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE- Dec 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aging in Academia; *College Faculty; Community Colleges; *Faculty College Relationship; Faculty Development; Faculty Workload; *Job Satisfaction; Questionnaires; Retrenchment; State Surveys; Teacher Attitudes; Teacher Characteristics; *Teacher Morale; *Teacher Persistence; Teaching Conditions; Two Year Colleges
IDENTIFIERS- *Virginia

In 1990, a survey was conducted of all full-time humanities and social sciences faculty at eight community colleges in the Virginia Community College System (VCCS). The study collected demographic data and examined the relationship between aging (both an individual's chronological age and length of time in the system) and job satisfaction through scaled questions in which faculty rated their institutional environment and their morale. A final section of the questionnaire sought open-ended responses. From among the 76 faculty completing usable questionnaires, the following conclusions were drawn: (1) the average faculty age was 48 years; (2) only 16 faculty had been teaching for less than 10 years with nearly half of respondents (referred to as "veterans") having taught in the VCCS for 15 to 20 years; (3) among veteran faculty (n=37), 11 found the intellectual climate "poor," while 12 rated it as only "fair"; (4) 27 of the 15- to 20-year veteran faculty rated the "quality of life at their institution" as "poor" or "fair," while four of the six faculty having worked over 20 years gave this category a "poor" rating; (5) the majority of veteran faculty reported that professional development activities were inadequate to meet their needs, although a similar percentage indicated that they would "still become community college teachers if they had to do it over again"; and (6) 31 of the 37 veteran faculty reported being strongly committed to the community college mission. A comparative analysis of faculty responses from Piedmont Virginia Community College with that of the system as a whole, and the survey instrument are included. (JMC)

ED 327 238 JC 910 051

Opinions of the Stopouts (Former Statewide Community College Students). An Opinion Survey Conducted by Telephone Interviews June 18-21, 1990.

Michigan State Board of Education, Lansing. Project Outreach.

PUB DATE- Jun 90

NOTE- 78p.; One of a series of public opinion surveys conducted by Project Outreach. For related documents, see JC 910 046-050, ED 239 766, and ED 260 080.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Persistence; *Attendance Patterns; *College Attendance; Community Colleges; Comparative Analysis; Dropout Research; *Dropouts; Questionnaires; State Surveys; *Stopouts; *Student Attitudes; Student Behavior; Student College Relationship; Student Educational Objectives; Telephone Surveys; Transfer Students; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Michigan

In June 1990, a statewide telephone survey was conducted of 1,200 former full- and part-time Michigan community college students who had not returned for classes in fall 1989. The 29 colleges were classified as urban, suburban, and regional institutions, and a total of 200 former full-time and 200 former part-time students were contacted from each group. Responses were compared with opinions of enrolled students surveyed previously. Findings from the survey included the following: (1) 60% of the former full-time and 62% of the former part-time students stated that they had attended college to improve their job prospects; (2) 27% of the former students had applied to a four-year college before attending community college; (3) the two most frequently cited reasons for having enrolled in community college among both former and currently enrolled students were to save money (38%) and to be closer to home (33%); (4) among reasons for not continuing their community college enrollment were graduation (23%) and transfer to a four-year college (21%); (5) 64% of the former students had been part-time students; (6) 34% of the respondents quit because of institutional reasons, while 36% cited personal reasons; (7) among those citing personal reasons, 57% were women; (8) 39% of all former students indicated that their community college education had made a significant difference to them in their jobs; (9) for both current and formerly enrolled students, lack of parking drew the greatest criticism, while college faculty received extremely high praise; and (10) the majority of the respondents who had not transferred or graduated planned to return to continue that community college education. Extensive data tables and the survey instrument are included. (GFW)

ED 327 251 JC 910 067

JCCC Career Program Completers 1986-87: A Three-Year Follow-Up Study.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE- Oct 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Community Colleges; Educational Attainment; *Education Work Relationship; *Employment Patterns; Enrollment Trends; Followup Studies; Graduate Surveys; Outcomes of Education; *Participant Satisfaction; Questionnaires; Reentry Students; Stopouts; Student Educational Objectives; Two Year Colleges; Two Year College Students; *Vocational Education; Vocational Followup

In 1990, a follow-up study was conducted of 1986-87 Johnson County Community College (JCCC) career program completers to assess their career and educational experiences over an extended period of time. Data from 128 returned mail surveys and 166 completed telephone interviews represented responses from 86.2% of the 462 students who left JCCC with a degree or marketable skills during 1986-87. Findings included the following: (1) 83.7% of the respondents had achieved their ultimate educational objective at JCCC; (2) 90.8% indicated that JCCC had improved the quality of their life, 99% would recommend JCCC to friends, 81% would encourage their children to attend JCCC, and 94.2% would attend JCCC again if starting over; (3) 83.2% were employed in jobs related to their JCCC course of study; (4) 86.1% had progressed in their career since completion of their JCCC course of study; (5) 92.2% of those employed in a job related to their JCCC course of study were working full-time; (6) of respondents working full-time, females averaged an hourly wage of $11.08, while males averaged $12.65 per hour; (7) 48.3% of the respondents had participated in educational endeavors since the completion of their JCCC career program, with 40.1% of this group returning to JCCC; (8) 23.5% were currently participating in educational endeavors, with 27.5% of this group enrolled at JCCC; and (9) 46.9% planned to enroll in college within the next year. Appendixes include the survey instrument and cover letters. (GFW)

ED 327 409 SE 051 856

Decisions about Product Safety. A Multidisciplinary Teaching Unit.
Procter and Gamble Educational Services, Cincinnati, OH.
PUB DATE- 90
NOTE- 307p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Critical Thinking; *Decision Making; *Economics Education; Elementary Secondary Education; Environmental Education; *Home Economics Education; Problem Solving; Resource Materials; Science Activities; Science and Society; *Science Education; Secondary School Science; *Social Studies; Thinking Skills
IDENTIFIERS- *Product Safety

A multidisciplinary educational unit featuring product safety decisions made by businesses and consumers is presented. teach critical thinking and decision making while supplementing the science, home economics, social studies, and economics curricula. The activities rely extensively, though not exclusively, on Procter & Gamble's experiences in making product safety decisions. Included is a core section of lessons from which the complementary discipline sections have evolved. The core section contains a culminating activity that can also serve as an evaluation instrument. Four complementary discipline sections supplement the core. Each activity includes an overview, the teaching time required, concepts covered in the lesson, objectives, materials, teaching strategies, readings, activity sheets, and answers to questions posed in the activity. Student worksheet master are also included. (Four wall charts were too large to reproduce.) (KR)

ED 327 425 SO 020 908

The United States Today: An Atlas of Reproducible Pages.

World Eagle, Inc., Wellesley, MA.
PUB DATE- 90
NOTE- 226p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Geographic Materials (133) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Numerical/Quantitative Data (110)
DESCRIPTORS- *Agriculture; Area Studies; Atlases; *Demography; Diagrams; Elementary Secondary Education; Employment Statistics; Energy; Food; *Geography; Government (Administrative Body); Graphs; Health; Higher Education; Industry; *Instructional Materials; International Trade; *Maps; Municipalities; Nonprint Media; *Population Distribution; Religion; Resources; School Statistics; Tables (Data); Visual Aids

Black and white maps, graphs and tables that may be reproduced are presented in this volume focusing on the United States. Some of the features of the United States depicted are: size, population, agriculture and resources, manufactures, trade, citizenship, employment, income, poverty, the federal budget, energy, health, education, crime, and the environment. The volume is designed to be used by classroom teachers and curriculum developers as a compendium of teaching resources. (DB)

ED 327 458 SO 030 419

Student Museum Curriculum: Grade 4.
Seminole County Board of Public Instruction, Sanford, FL. Dept. of Curriculum Services.
PUB DATE- 88
NOTE- 66p.; For a related document, see SO 030 420.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; Curriculum Guides; Educational Facilities; Experiential Learning; *Field Trips; *Grade 4; Instructional Materials; Intermediate Grades; Learning Activities; *Museums; *Social Studies; State History; Student Educational Objectives; United States History
IDENTIFIERS- Seminole County School District FL

Designed to help teachers, this curriculum guide outlines a field trip fourth-grade students take to visit a Florida student museum. Included are objectives for student learning, student activities for both before and after the visit, and activities for comparing a turn-of-the-century classroom with the classroom of today. All of these activities reflect the curriculum guide's focus on Florida state history and Native American history. (DB)

ED 327 478 SP 032 475

O'Loughlin, Michael

Evolving Beliefs about Teaching and Learning. The View from Hofstra University: A Perspective on Teachers' Beliefs and Their Effects.

PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Change Agents; Cognitive Processes; Higher Education; *Individual Development; Preservice Teacher Education; Role Models; *Socialization; *Student Teacher Attitudes

This paper examines the notion of teacher beliefs as complex ideological systems which have a bearing on actions. The focus is on the beliefs that students bring into their formal teacher education program, which are based on their predominantly authoritarian and didactic schooling experience. These students enter teacher education with unreflective and passive ways of knowing, and with beliefs about good teaching which were formed by their previous teachers. A discussion is presented on the reflective teaching program at the University of Wisconsin, Madison, which attempts to implement a genuinely reflective curriculum seeking to induce change in beliefs about teaching. Analysis of program results has indicated that students retained their pre-existing beliefs about teaching and learning irrespective of whether they were constructivist and critical or authoritarian and didactic. The permeability of the individual student's beliefs is considered, as well as questions on the effect that socialization agents, such as teacher preparation and entry into the culture of schooling, have on student teachers' implicit and explicit belief systems concerning the nature of teaching and learning. A list of 12 questions provides a basis for further research on evolving beliefs about teaching and their implications for preservice teacher education. (JD)

ED 327 070 FL 800 220

Benavides, Luis G., Ed.
Revista interamericana de educacion de adultos, volumen 12, numero 1, 2 = International Review of Adult Education, Volume 12, Numbers 1 and 2.
CREFAL-UNESCO, Michoacan (Mexico).
PUB DATE- 89
NOTE- 363p.
LANGUAGE- Spanish
EDRS-PRICE- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- *Adult Education; Audiovisual Aids; Cultural Differences; Democracy; Educational History; *Educational Needs; Education Work Relationship; Foreign Countries; Instructional Materials; *Literacy Education; Material Development; Program Administration; Reading Skills; Writing Skills
IDENTIFIERS- Ecuador; *Latin America; Mexico

Two issues of this journal on adult education contain articles on the following: administration, adult education, and democracy; native cultural diversity, cultural differences, and education; a profile of a popular educator; institutionalization of adult education; rural education in Mexico; projects in adult education; the necessity of and opportunities offered by reading and writing skills; efforts made toward literacy in Latin America; the usefulness of audiovisual methods in literacy education; innovation and experimentation in the production of literacy and post-literacy instructional materials; Ecuador's experience with literacy education; and illiteracy and basic education as a theme for Latin American cooperation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 327 085 HE 024 099

Law and the Information Society: Observations, Thoughts and Conclusions about Legal Education, Law Practice and the New England Economy.
New England Board of Higher Education, Boston, MA.
SPONS. AGENCY- Charles E. Culpepper Foundation, New York, NY.; Law School Admissions Council, Newtown, PA.
PUB DATE- Oct 89
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Administration; Civil Law; *Court Litigation; Higher Education; Law Schools; *Lawyers; Legal Aid; Legal Assistants; *Legal Costs; *Legal Education (Professions); *Legal Problems; Legal Responsibility; Professional Continuing Education
IDENTIFIERS- New England

The Information Society places new demands on the training of lawyers and the American civil justice system and tests the legal profession's capacity to adapt to change. This report investigates those demands and suggests ways to facilitate the necessary adaptation. It outlines a cohesive vision of legal education which begins with a recommended pre-law curriculum; proceeds to the acquisition of doctrinal knowledge, analytical abilities, and research skills during law school; includes compulsory post-graduate training in practical skills in conjunction with undertaking private practice; and concludes with the mandatory continuation of legal education for all active bar members. In addition, the report focuses upon the following major issues in the administration of civil justice: accelerating dispute resolution and lowering its cost; engendering a commitment to pro bono service; enhancing professional competence; and allaying public distrust. The report begins with an overview of the legal profession in New England, including the role of lawyers, profiles of law schools, and technology and the law. Next, critical issues involving the education and training of lawyers are discussed. Finally, critical issues involving legal administration of civil justice are examined, including legal fees, alternatives to litigation, lawyer-referral services, and small-claims reform. (GLR)

ED 327 117 HE 024 148

Groff, Warren H.
Toward the 21st Century: Preparing Strategic Thinkers in Graduate and Postgraduate Education.
PUB DATE- Feb 90
NOTE- 17p.; For related documents, see HE 024 149 and ED 319 882.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Data Analysis; Doctoral Programs; Educational Needs; *Educational Planning; *Educational Strategies; *Graduate Study; Higher Education; *Job Training; *Relevance (Education); Services; Social Change; Specialization; *Student Development
IDENTIFIERS- *Strategic Thinking

The paper describes three programs designed to produce strategic thinkers capable of improving the quality of human services in a variety of areas (business, health care and human services, government, military, and industry). The programs are: (1) a doctoral program in children and youth studies; (2) a doctoral program specialty in vocational, technical, and occupational education; and (3) the postgraduate Snowmass Institutes on Strategic Planning and Management. Preceding the program descriptions is a review of data concerning what happens to students as they move through their required years of public schooling and into the workforce or pursue additional education. The data suggest a need for thinking strategically about education and training in an advanced technical society. It is concluded that graduate programs tend to prepare a specialist as a service provider or a manager of a relatively small unit or establishment, when what is actually needed in today's society is a generalist perspective which spans numerous disciplines and applies across several diverse establishments. Contains 20 references. (GLR)

ED 327 133   IR 014 704

Riskin, Steve R.

Teaching through Interactive Multi-Media Programming. A New Philosophy of the Social Sciences and a New Epistemology of Creativity.

PUB DATE- 90

NOTE- 43p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Creativity; *Epistemology; Higher Education; *Hypermedia; *Interaction; Media Selection; Multimedia Instruction; Programing; *Sociology; *Student Developed Materials; Teacher Student Relationship; Teaching Methods

IDENTIFIERS- *Multimedia Materials

This paper discusses the results of an experimental, non-traditional university class in sociology in which students produced an interactive multimedia module in a social science subject area using a computer system that allowed instant access to film, sound, television, images, and text. There were no constraints on the selection of media, or the ordering, structuring, and use of mass media materials. Students were thus engaged in the subject matter and motivated to participate in the teaching/learning process. It was discovered that such interactivity promotes non-linear, creative thinking among students, yet allows an objective structure to grow out of a subjective mass of seemingly non-related materials. It is also noted that one of the consequences of teaching sociology through interactive multimedia programming is the discovery that the process of teaching sociology is directly informed by art, film, theater, music theory, and philosophy. It is concluded that what the students have accomplished is a means of achieving a bridge that spans the gap between, and realizes the power of, two forms of knowledge--knowledge of our own creative reason and knowledge of the objective world of social phenomena, i.e., the Synthetic A Priori. (DB)

ED 327 150 IR 014 773

Ely, Donald P.
Computers in Schools and Universities in the United States of America.
PUB DATE- 31 Oct 90
NOTE- 14p.; Paper presented at the International Meeting of the Association for the Development of Computer-Based Instructional Systems (San Diego, CA, October 28-November 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adoption (Ideas); *Computer Assisted Instruction; Computer Literacy; Educational Improvement; Educational Trends; Elementary Secondary Education; *Instructional Innovation; Literature Reviews; *Use Studies

The purpose of this paper is to describe four aspects of computer technology in education in the United States: (1) the number of computers available to students and teachers, the number of schools using software for word processing, drill and practice, educational games, and tutorials, and the number of journals and professional associations devoted to computers in education; (2) where computers are located and how they are used, and the social and vocational rationales behind computer use; (3) the impact of computers in education; and (4) hypotheses about computer non-use, limited use, and inappropriate use, as well as conditions that hinder the implementation of instructional innovations such as computers. It is concluded that most students in most elementary and secondary schools have access to computers, albeit limited access, and there exists a genuine desire to integrate computers into the classroom; however, computers are most frequently used for word processing and least used for integrated subject-matter instruction, and the course most frequently taught using computers is computer literacy. It is noted that conditions for implementation are not always present in schools, and that there is no national plan or strategy for diffusing or gaining acceptance for this innovation for instructional purposes. (9 references) (DB)

ED 327 182 IR 053 246

Raitt, D. I.
The Information Needs of Scientists and Engineers in Aerospace.
PUB DATE- 88
NOTE- 10p.; Paper presented at the North Atlantic Treaty Organization Advisory Group for Aerospace Research and Development (Neuilly sur Seine, France).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aerospace Industry; Communication Research; *Engineers; Foreign Countries; *Information Needs; *Information Seeking; Needs Assessment; Scientific and Technical Information; *Scientists; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *European Space Agency; Netherlands

The information seeking and use habits of more than 600 scientists and engineers on staff at the European Space Agency (ESA) were studied and compared with those of staff at five European organizations with similar missions: the United Nations Education, Scientific, and Cultural Organization (UNESCO) in France; the International Atomic Energy Agency in Austria; Deutsche Forschungs und Versuchsanstalt fuer Luft und Raumfahrt (DFVLR) in West Germany; Nationaal Lucht en Raumtevaartlaboratorium (NLR) in the Netherlands; and the Centre National d'Etudes Spatiales (CNES) in France. Following an overview of the basic characteristics and traits of scientists and engineers, the report reviews the project's major findings as they relate to the type of information required by scientists and engineers: (1) its availability; (2) oral and written sources from which the information is obtained; (3) scientists' and engineers' awareness of the sources; (4) how they keep up-to-date; (5) time spent seeking the information; (6) the use made of the library or information center; and (6) patterns of communication. Twelve general suggestions are made for improving the communication and information flow within organizations to enhance the satisfaction of the information users. (SD)

ED 327 265 JC 910 082

McLafferty, John; And Others
West Kootenay Educational Needs Study.
Selkirk Coll., Castlegar (British Columbia).
SPONS. AGENCY- British Columbia Ministry of Regional and Economic Development, Victoria. Kootenay Development Region.
PUB DATE- 91
NOTE- 99p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Community Surveys; Course Selection (Students); *Educational Planning; Institutional Cooperation; *Intercollegiate Cooperation; Labor Force Development; *Needs Assessment; Questionnaires; *Regional Cooperation; *Regional Planning; State Surveys; Student Attitudes; *Student Needs; Two Year Colleges
IDENTIFIERS- Community Needs; Employer Surveys

In an effort to develop an integrated understanding of the educational and training needs in the West Kootenay Region of British Columbia (Canada), a study was conducted by Selkirk College (SC) on the training needs of residents of the region. The study results were designed to supplement two previous studies conducted in 1989: an intensive study of the postsecondary educational needs of the East Kootenay Region conducted by East Kootenay Community College (EKCC), and a region-wide study of employer reported occupational skills requirements. Selected target groups for the study included secondary schools, college students, continuing education students, the general public, professional foresters, nursing/medical workers, special needs workers, and underrepresented groups (the disabled or handicapped). Surveys were sent to all groups, except the underrepresented individuals, who gave in-depth interviews. Usable responses were obtained from 3,292 individuals. Recommendations from the study are arranged by target group. Comprehensive recommendations for the region included the following: (1) EKCC and SC should coordinate class offerings when interests and enrollments do not justify course offerings in both Regions; (2) EKCC should conduct a study to explain the low interest in attending their school and identify actions to increase local participation; and (3) EKCC and SC should work with industry and government to foster greater interest in careers in the trades and engineering technologies/professions. Summaries of and recommendations from the previous two studies, and all three survey instruments used are included. (GFW)

ED 327 298 PS 019 282

The Efficacy and Appropriateness of the Commonwealth's Present Entrance Age Requirements for Kindergarten Attendance. Report of the Board of Education to the Governor and the General Assembly of Virginia. House Document No. 20.
Virginia State Dept. of Education, Richmond.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Developmental Programs; Educational Practices; Guidelines; *High Risk Students; *Kindergarten; Preschool Children; Primary Education; *School Entrance Age; State Programs; Transitional Programs
IDENTIFIERS- *Junior Kindergartens; *Virginia

In response to Virginia's House Joint Resolution 436, the State's Department of Education recommends that: (1) the present entrance age be maintained until 1995, when voluntary programs for at-risk 4-year-olds become available; (2) the discretionary period (October 31-December 31) be discontinued when voluntary programs for at-risk 4-year-olds become available; (3) all kindergarten programs become developmental programs that recognize varying patterns and rates of individual development; and (4) junior kindergarten and transitional first grade programs be replaced in the next 5 years with developmental kindergarten programs. This report supports these recommendations. The report reviews the history of entrance age studies, considers issues related to present entrance age practices, and explores implications of these practices. (RH)

ED 327 316 PS 019 327

On the Brink: Students at Risk During Times of Transition. Technical Team Report.
Maryland State Dept. of Education, Baltimore.
PUB DATE- 89
NOTE- 32p.; For related documents, see ED 326 331-333.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Adolescents; *Dropouts; Education Work Relationship; Guidelines; *High Risk Students; High Schools; Profiles; Program Descriptions; *Program Development; Public Policy; *School Responsibility; School Role; Student Needs; *Transitional Programs

This report examines public policy supports that might help adolescents make the transition to the workplace or future schooling. In the first section of the report, a statement of belief concerning the school's role in the transition process is presented. The second section reviews the crisis in transition supports. It itemizes the student view, the business view, and the higher education view. It is noted that a growing number of students leave school poorly equipped to make a smooth transition to the world of work or to perform successfully in postsecondary education. Students express concerns about the extent to which high schools help facilitate student transitions. The third section addresses student needs for prevention and intervention that bring about smooth transitions from schooling to future endeavors. The critical need for expanded pupil services programs in the schools is noted and a special section is devoted to students who leave school before graduation. Twelve reports further research findings, while appendix B highlights several programs around the country that support students in transition. (RH)

ED 327 377 SE 051 822

Tisher, Richard P., Ed.
Research in Science Education, Volume 19, 1989. Selected Refereed Papers from the Annual Conference of the Australian Science Education Research Association. Held at the Frankston Campus of the Chisholm Institute of Technology (20th, Victoria, New South Wales, Australia, July 1989).
Australian Science Education Research Association.
PUB DATE- 89
NOTE- 322p.; For Volumes 17 and 18 see ED 319 587 and ED 318 625.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Academic Achievement; Case Studies; Cognitive Development; *College Science; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Higher Education; *Misconceptions; Problem Solving; *Professional Development; Science Activities; Science Education; Science Teachers; *Secondary School Science; Student Projects; *Teacher Education; Teaching Methods
IDENTIFIERS- Australia; *Science Education Research

Diverse themes from the annual conference of the Australian Science Education Research Association are addressed in this volume. New topic concerns as well as concerns that have been cited in previous issues are identified. Papers focus on issues including: (1) science and technology; (2) classroom practices and processes; (3) international research; (4) professional development; (5) student attitudes; (6) scientific literacy; (7) student misconceptions; (8) student achievement; and (9) textbooks. Research notes, the addresses of authors, and guidelines for the submission of papers are provided. (KR)

ED 327 282 PS 019 223

Development Goals and Strategies for Children in the 1990s. A UNICEF Policy Review. Executive Board Decision 1990-2.
United Nations Children's Fund, New York, N.Y.
PUB DATE- Aug 90
NOTE- 59p.; Document originally presented to the UNICEF Executive Board (April 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Child Abuse; Child Health; *Childhood Needs; Child Neglect; *Developing Nations; Developmental Programs; Drinking Water; *Global Approach; Guidelines; Literacy Education; Nutrition; *Organizational Objectives; Sanitation; Young Children
IDENTIFIERS- Basic Education; Maternal Health

This document presents proposals for goals and strategies for children and development in the 1990s that were approved by the UNICEF Executive Board in April, 1990. The paper proposes that developing human capabilities and meeting basic human needs should be the focus of the UNICEF contribution to the fourth United Nations developmental decade. Within this framework, priority for UNICEF action must be set as part of the country program approach and enriched by the global vision of goals and strategies for child survival, development, and protection by the year 2000. Chapters I and II present background information and a review of the first, second, and third United Nations development decades respectively. Chapter III provides a statistical analysis of the unmet needs and unfulfilled rights of children. The unprecedented opportunities for substantial gains in the well-being of children brought about by today's technologies and the revolution in communication are summarized in Chapter IV. Chapter V lists goals for children and development in the 1990s, while Chapter VI describes the most important strategic priorities for meeting these goals. Program approaches in different country situations are highlighted in Chapter VII, while Chapter VIII outlines operational strategies for UNICEF in the areas of program strategies, advocacy and resource mobilization, and organization and management. Finally, Chapter IX presents the decision taken by the UNICEF Executive Board to approve the document and its recommendations. (RH)

ED 327 332 PS 019 373

Bouvier-Colle, Marie-Helene; And Others
Childbearing and Women's Health.
International Children's Centre, Paris (France).
PUB DATE- 90
NOTE- 100p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Death; Developing Nations; Diseases; Etiology; Global Approach; Hospitals; *Intervention; Medical Consultants; *Medical Services; *Mothers; *Pregnancy; *Prevention
IDENTIFIERS- *Maternal Health

A maternal death is defined as the death of a woman while she is pregnant or within 42 days of the end of her pregnancy from any cause related to or aggravated by the pregnancy or its management, but not from accidental or incidental causes. No one knows exactly how many women die from bearing children because data is imprecise in most countries. However, it is clear that the situation can be improved. This issue of Children in the Tropics provides information to that end. Focusing on childbearing and women's health, the issue offers an overview of maternal mortality from a global perspective, a discussion of the role of the International Children's Center in reducing maternal mortality, causes of maternal mortality, programs for training traditional birth attendants, the antenatal consultation, maternity units at referral centers, and planned parenthood. Five appendices provide information on: (1) infection, asepsis, and hospitalism; (2) AIDS; (3) the process of dating the beginning of pregnancy; (4) physiology of the female sexual cycle; and (5) protocols for anesthesia-resuscitation and the Republic of Burundi's antenatal consultation card. (RH)

ED 327 348 RC 017 883

Howe, Neil D.
Students' Perceptions of High School Correspondence Study.
PUB DATE- May 90
NOTE- 139p.; M.S. Thesis, Tri College University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Correspondence Schools; *Correspondence Study; Distance Education; High Schools; Mail Surveys; *Program Attitudes; Program Evaluation; *Student Attitudes

This survey examines the perceptions of students enrolled in one or more independent-study courses offered by the Division of Independent Study of the National University Continuing Education Association. The survey's purpose was to determine students' attitudes, opinions, and perceptions toward correspondence instruction and to determine the need for this educational alternative. A review of existing literature shows that negative attitudes toward correspondence instruction improved following the first half of the century and that they are more favorable today. Previous research has generally attempted to learn how well correspondence study served as a delivery system. This research indicates that correspondence achievement was equal to or exceeded that of classroom learning. In the current study, a random sample of 235 students were asked to compare experiences in the regular classroom with those of correspondence instruction. Mail responses were received from 142 correspondence students, ages 14 to 53, representing 13 states. Respondents indicated a general satisfaction with correspondence instruction as offered. Students favored the opportunity to take courses not offered in local schools and liked working at their own pace. A majority said grading was comparable to classroom courses and that correspondence courses were as difficult or more difficult from regularly offered courses. Lacking direct instructor contact was the disadvantage mentioned most often. Students also indicated the turn-around time for lessons was adequate to slow. The study recommends increased funding for correspondence programs, increased use of new technologies by correspondence educators, improved instructional development, and inservice training. The appendixes include the student questionnaire and a list of respondents' individual courses. (TES)

ED 327 426 SO 021 015

Borries, Richard
"Hands on" Japan.
Evansville-Vanderburgh School Corp., Ind.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Area Studies; *Asian Studies; Class Activities; Cultural Activities; Cultural Awareness; *Cultural Education; Educational Innovation; Elementary Secondary Education; Foreign Countries; *Global Approach; Instructional Materials; Postsecondary Education; Social Studies
IDENTIFIERS- Global Education; Indiana (Evansville); *Japan

Cultural learning kits designed by Evansville, Indiana teachers, supervisors, and community advisory groups were compiled to provide information about Japan to community organizations and students. This document provides a key to the contents of the kits. The kits contain teaching materials and information about food, school materials, language items, art, clothing, toys, maps, cultural items, festivals, and religion. They also provide in-class learning activities, stimulate learning and interest in Japan, and encourage cultural and language understanding. Kits are located in the school corporation media center and teachers schedule use of the individual kits that are delivered via inter-school mail. One local high school offers a semester Japanese language course, and a course in Japanese is offered in the adult evening school. (NL)

ED 327 442 SO 030 310

Maravanyika, O. E.
Implementing Educational Policies in Zimbabwe. World Bank Discussion Papers No. 91. Africa Technical Department Series.
World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 45p.; For related documents, see SO 030 302-309.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- African Studies; Colonialism; Developing Nations; *Educational Development; *Educational History; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; Primary Education
IDENTIFIERS- *Zimbabwe

Zimbabwe has been independent only since 1980. It has, however, attempted to change significantly the inherited educational policies, which it considers to be inappropriate to the nation's adopted socialist ideology. This paper outlines and critically appraises Zimbabwe's educational policies and finds that post-independence educational policy formulation has been influenced not only by the ideological goals of national policy, but equally strongly by the inherited colonial capitalist infrastructure. A thorough review of the main factors influencing policy formation in the colonial period helps to explain why the transformation in educational policies has been more quantitative than qualitative since 1980, the emphasis on socialist development notwithstanding. Additional factors which have hindered substantial qualitative change have been the short time period since independence and shortages of both human and material resources. A particular problem is the preference of students and parents for a traditional, academic education of the sort often denied Blacks under colonial rule over the new, more practical and vocational curriculum. In conclusion, the paper reviews the implications of the dichotomy between pre- and post-independence social, economic, political, and educational goals for the specific areas of private schools, teacher education, curricula, and examinations. (Author)

ED 327 459 SO 030 420

Student Museum Curriculum: Grade 8.
Seminole County Board of Public Instruction, Sanford, FL. Dept. of Curriculum Services.
PUB DATE- 88
NOTE- 87p.; For a related document, see SO 030 419.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Colonial History (United States); Curriculum Guides; Educational Facilities; Experiential Learning; Family History; *Field Trips; *Grade 8; Instructional Materials; Junior High Schools; Learning Activities; *Museums; Social Studies; *State History; Student Educational Objectives; *United States History
IDENTIFIERS- Seminole County School District FL

Designed to help teachers, this curriculum guide outlines a field trip eighth-grade students take to visit a Florida student museum. Objectives for student learning as well as pre- and post-visit activities are included. Three lesson plans also are suggested: pioneer room, being an historian, and pioneer crafts. The student museum curriculum also contains a family history chart and information on Florida's ethnic heritage. (DB)

ED 327 054   FL 019 005

FLES News, Volume 3, Numbers 1-3, 1989-1990.
National Network for Early Language Learning.
PUB DATE- 90
NOTE- 31p.; The "FLES News" newsletter is published three times a year (Fall, Winter, Spring).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Administrator Attitudes; *Articulation (Education); Class Activities; Elementary Secondary Education; Federal Government; *FLES; Foreign Countries; French; Grade 2; Instructional Materials; Language of Instruction; Language Teachers; Physical Education; Principals; Professional Associations; Program Development; Second Language Instruction; *Second Language Programs; Teacher Attitudes; Teacher Education
IDENTIFIERS- American Council on the Teaching of Foreign Langs; *Europe (West)

These three issues of the FLES News newsletter contain the following articles: "What I Learned in Second Grade: A French Teacher's Experience" (Pat Westphal); "Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School" (Jo Anne Wilson; an ERIC Digest); "How Do Principals View Foreign Languages?" (William Baranick); "Western Europe Stresses Early Language Learning" (Reinhold Freudenstein); "ACTFL American Council on the Teaching of Foreign Languages Identifies Elementary School Foreign Languages as a National Priority" (Sheri Houpt); "How Much Foreign Language Do Children Hear in Nonintensive Language Programs?" (Elsa Statzner); "Bienvenue--A la Soiree Francaise" (Marion Slamowitz); "An Integrated Approach: Teaching Physical Education and Healthful Living Concepts through Second Language" (Sonia S. Torres-Quinones, Judy C. Peel). The newsletters also contain information on conferences, new instructional and related materials, language-related actions in the federal government, and suggested classroom activities, and include some reproduced children's classroom creations. (MSE)

Kabat, Ellen J.; Friedel, Janice N.
The Eastern Iowa Community College District's (EICCD) Televised Interactive Education (TIE) Evaluation Report, 1989-1990.
Eastern Iowa Community Coll. District, Bettendorf.
PUB DATE- Aug 90
NOTE- 65p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Distance Education; Educational Television; Formative Evaluation; Interaction; Questionnaires; Summative Evaluation; Teacher Student Relationship; Telecommunications; *Television Teachers; Two Year Colleges
IDENTIFIERS- Iowa

The purpose of this report is to provide both formative and summative results concerning the 1990 academic year operation of the Eastern Iowa Community College District's (EICCD) Televised Interactive Education (TIE) system. The TIE system is composed of a two-way microwave connection whereby two colleges and one university are able to produce and transmit a live video and audio signal from their interactive television classrooms, thus allowing instructors and students at distant sites to interact actively. Six main measures are reported: (1) system use, which identifies the major uses of the system in hours for EICCD instruction, for other local college usage, and for administrative uses; (2) class enrollments, which notes the number of students enrolled in TIE classes both on site and at remote sites; (3) average grade per site, which examines final grades for each TIE class and grade point averages; (4) student evaluation of the TIE system, completed at midterm and end of term; (5) evaluation of students who withdrew from TIE classes; and (6) instructor evaluation. Also included are recommendations arising from the study regarding the technical aspects of the system, staff development, and necessary support systems. The appendices include all evaluation forms used in the study as well as a telephone survey. (DB)

ED 327 197 IR 053 373

Crosby, Barbara S.

Selecting Library Materials for Resident Libraries in State Institutions. Revised Edition.

Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Institutional Libraries; *Library Acquisition; *Library Material Selection; *Policy Formation; Reference Materials; Remedial Reading; *Shared Library Resources; State Programs; User Needs (Information)
IDENTIFIERS- Texas

This guide for selecting library materials for residents of state institutions is designed to help the institutional librarian who has special groups to serve and who does not have access to standard acquisition tools. The first section lists what information is necessary to order materials, provides samples of filled-in order forms, and mentions several acquisition tools. The second section suggests bibliographies to use when creating a core collection of materials for reluctant or poor adult and adolescent readers, the mentally handicapped, and general prison and hospital populations. The third section recommends a source of reviews of library materials. Publisher names and addresses of print and non-print materials are included in the fourth section, and reasons to refuse gifts offered to libraries are discussed in the fifth. Resources available to institutional librarians in Texas comprise the sixth section, featuring names, addresses, and hours of service of 29 libraries in the state. The seventh section instructs librarians on how to construct a materials selection policy. (SD)

ED 327 212 IR 053 394

Lynn, M. Stuart
Preservation and Access Technology. The Relationship between Digital and Other Media Conversion Processes: A Structured Glossary of Technical Terms.
Commission on Preservation and Access, Washington, DC.
PUB DATE- Aug 90
NOTE- 76p.; A Report of the Technology Assessment Advisory Committee of the Commission on Preservation and Access.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; Digital Computers; Information Retrieval; *Information Storage; Library Automation; *Media Adaptation; Microforms; Paper (Material); *Preservation; Technological Literacy

This document presents a comprehensive glossary of terms which are associated with document preservation technologies; there is a particular emphasis on the technologies of media conversion and the use of digital computer technologies. The glossary also includes technologies associated with access to such preserved materials. A document such as this is designed to serve a duality of purposes: first, to provide clarity to a growing technical terminology, and second, to examine the impact of digital technologies on libraries. The overall structure of the glossary is organized by three major concepts: (1) the original document (medium, format, periodicity, properties, condition, content); (2) the selection process (by title, category, bibliography, use, condition, scholarly advisory committee, conspectus); and (3) the preserved copy (technologies of preservation and media conversion, capture, storage, access methodology, distribution, presentation). A subject index and 12 references are provided. (MAB)

ED 327 362   RC 017 944

Haas, Toni

Dropping Out: Why Do South Dakota Students Just Say No to School and What Can We Do about It?

Mid-Continent Regional Educational Lab., Aurora, CO.

PUB DATE- 90

NOTE- 16p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- American Indians; *Dropout Prevention; *Dropout Rate; *Educational Change; *Education Work Relationship; High Risk Students; High School Graduates; High Schools; High School Students; *Learning Strategies; *Student Motivation; Vocational Education

IDENTIFIERS- *South Dakota

South Dakota's graduation rate in 1986-87 was above the national average: 79.7% compared to 71.1%. The dropout rate for 1990 was 4.3%. Of 180 districts, 25 with large numbers of Native Americans have a dropout rate of over 7%. Increasing the rates of graduation for Native American students will require a comprehensive, long-range program. Schools need to break down the barriers between school and real life by using the model of adult learning: working cooperatively on complex tasks of significant duration; and bringing to every problem all intellectual resources. This paper discusses the problems relating to dropouts, and suggests a number of approaches to teaching young people how to learn: (1) expanding the community as a focus of study; (2) redesigning courses or curricula to include entrepreneurship education, so students learn to create as well as to get jobs; (3) creating opportunities for monitored work experiences, including cooperative education, internships, apprenticeships, pre-employment training and youth-operated enterprises; (4) designing community and neighborhood service opportunities that include individual voluntary efforts and youth-guided service programs; (5) redirecting vocational education to offer students hands-on methodology for jobs of the future; (6) providing incentives such as guarantees of postsecondary and continuing education, employment, and training; (7) offering career information and counseling, exposing young people to job opportunities and career options; (8) showing more flexibility on district and state levels in allowing young people over the age of 18 to return to high school; and (9) encouraging closer cooperation between high schools and post-secondary institutions including dual enrollment. (ALL)

ED 327 394 SE 051 841

Baker, Claude D.; And Others

Guidelines for Setting Up an Extended Field Trip to Florida and the Florida Keys: An Interactive Experiential Training Field Biology Program Consisting of Pretrip Instruction, Search Image Training, Field Exercises, and Observations of Tropical Habitats and Coral Reefs.

Indiana Univ. Southeast, New Albany.
PUB DATE- 25 Jan 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *College Science; Computer Assisted Instruction; *Course Descriptions; Databases; Ecology; Environmental Education; Experiential Learning; *Field Trips; Higher Education; Science Education; Teaching Guides; Teaching Methods; Undergraduate Study
IDENTIFIERS- *Florida

The importance of experiential aspects of biological study is addressed using multi-dimensional classroom and field classroom approaches to student learning. This document includes a guide to setting up this style of field experience. Several teaching innovations are employed to introduce undergraduate students to the literature, techniques, and concepts of biology. These include: a primary emphasis on experiential learning, modifications in traditional course sequence, development of new instructional materials and new methodology in content delivery, individualization of instruction, development of new grading and criterion-referencing procedures, and changes in focus to allow for personal growth and maturation. The methodology employed to accomplish objectives includes the development of a database stored on computer disk and new search image slides for learning about common organisms. A summary of the estimated costs of implementation is included. (CW)

ED 327 479 SP 032 601

Klinzing, Hans G.; Floden, Robert E.
Learning To Moderate Discussions.
PUB DATE- Apr 90
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion (Teaching Technique); Foreign Countries; Higher Education; *Hypothesis Testing; Research Utilization; *Teacher Behavior; Teacher Education; *Teaching Experience; *Teaching Methods

This paper discusses several interrelated processes aimed at helping teachers to use an experimental approach to improve their teaching. In making a diagnosis, the teacher generates a hypothesis about the relationship between his/her potential behavior and its effect upon the students. Following the formulation of such a hypothesis, the teacher observes the student responses to his/her behavior. These observations are interpreted in terms of the purposes that motivated his/her behavior in the first place. To practice teaching as experimentation, teachers need interrelated, overlapping categories of knowledge and abilities: (1) background knowledge; (2) abilities to use concepts to guide analysis and actions; (3) capacity for generating hypotheses; and (4) ability to carry out actions suggested by the hypotheses and to learn from the results. A discussion is presented on the role and content of these interrelated abilities and the methods that have been developed to help teachers acquire them. It is pointed out that developing these abilities enables a teacher to use class discussion as an effective teaching tool. (JD)

ED 327 086 HE 024 100

Hethcox, J. Henley

Validation of Higher Education Economic Development Survey Instrument with State University and Land Grant Institution Research Administrators.

PUB DATE- Jun 90

NOTE- 237p.; Ed.D. Dissertation, Auburn University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Economic Development; Educational Development; Higher Education; Labor Force Development; *Land Grant Universities; Policy Formation; *Program Validation; *Research Administration; Research and Development; School Business Relationship; State Universities; *Surveys; Technological Advancement

A survey instrument, Higher Education Economic Development Survey (HEEDS), designed to measure research administrators' perception of current involvement of state universities and land grant institutions in economic development, was developed and validated. The instrument consists of 56 items concerning presently occurring and normative economic development activities. Surveys (N=416) were mailed in the summer of 1989 (244 were eventually analyzed) to research administrators in higher education. Five factors accounting for 72.1% of the total variance emerged: (1) capacity building; (2) technology development; (3) research, analysis, evaluation; (4) human resource development; and (5) new business development. Each factor confirmed an underlying dimension theoretically included during developmental stages of the instrument. Multiple analyses of variance were also computed indicating that HEEDS does reflect the theoretical dimensions underlying its construction. The instrument is recommended for use by higher education administrators in assessing their institutions' unique economic development strategies. Contains 186 references. (GLR)

Brigham, Forrest

Concurrent Enrollment: Its Effect on Under-Achieving Minority High School Students and Their Retention Rate at a Predominately White University.

PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Convention of the California Association of Community Colleges (60th, Santa Clara, CA, November 18, 1989). Attachment 1 contains print of poor legibility.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; Access to Education; Admission Criteria; American Indians; Black Students; *College Admission; *College Bound Students; College Programs; *Eligibility; Enrollment; Higher Education; High Schools; Hispanic Americans; Low Income; *Minority Groups; Outcomes of Education; *Outreach Programs; Selective Admission; *Special Programs
IDENTIFIERS- *Concurrent Enrollment; University of California Los Angeles

This paper examines the traditional approach used by most students to meet the admission requirements of four-year colleges and universities and argues that the approach is not working for minority students, including American Indian, Black, and Hispanic students and members of families of low-income backgrounds. It is suggested that a better means for meeting admission requirements and increasing eligibility rates is a program termed "concurrent enrollment," in which high school students attend a community college or university before high school graduation. Findings of a concurrent enrollment effort at the University of California Los Angeles (UCLA) are reported. A successful concurrent enrollment effort depends upon the degree of perception, expertise, and ability to generate trust that the program staff possesses. The academic performance and the retention rate of a set of minority concurrent enrollment students of UCLA are compared to those of other students at the campus. Retention rates for concurrent enrollment students were higher than rates for other minority students in most instances. (Eight references) (JDD)

ED 327 118 HE 024 149

Groff, Warren H.
Preparing Visionary Proactive Transformational Leaders for Children and Youth: Formative Evaluation of Leadership I for Three Clusters (34, 37, and 38).
PUB DATE- 11 Jul 90
NOTE- 25p.; For related documents, see HE 024 148 and ED 319 882.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Course Evaluation; Curriculum Development; *Doctoral Programs; *Educational Planning; Educational Strategies; Higher Education; Institutional Role; Instructional Effectiveness; Leadership; *Leadership Training; Outcomes of Education
IDENTIFIERS- *Nova University FL

The paper describes a new doctoral program (Leadership I) which is a part of the Child and Youth Studies (CYS) Program and the Programs for Higher Education (PHE) within the Center for the Advancement of Education at Florida's Nova University. The course was offered to three student cluster groups between April 1989 and June 1990 and the paper primarily focuses on the significant gains made in learner outcomes in three areas: the writing of Professional Development Plans; the synthesis and evaluation of concepts; and ideas for alternatives to contemporary traditional education. The purpose of the course is to introduce students to the theoretical and philosophical foundations of leadership which are synthesized into principles, significant concepts, and implications for problems in a student's work concept. Future activities and opportunities for additional leadership courses, curricula building, and the timing of course introduction are discussed. (GLR)

ED 327 134 IR 014 722

Losee, Robert M., Jr.
Teaching Gateways and Bridges To Rank Broadcast Messages for Educational Networks.
PUB DATE- 26 Aug 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Coding; *Computer Networks; *Electronic Mail; Gateway Systems; *Information Management; *Information Networks; Man Machine Systems; *Mathematical Models; Relevance (Information Retrieval); Users (Information)
IDENTIFIERS- *Ranking

Messages entering an educational information distribution network may be ranked for an ordered introduction into the network to maximize the timeliness of message arrivals over the set of users. Electronic mail, EDI documents, and broadcast news may be ranked by the users who choose to examine those messages of interest or benefit to themselves. Individuals choose to examine messages based on the message's features; a decision theoretic user interface may likewise examine features and determine which unexamined messages to present to the user. This interface may learn or estimate parameter values from user supplied relevance feedback. This knowledge may be sent to a gateway or bridge that similarly ranks messages based on their feature values and the knowledge the gateway has gained from the user supplied relevance feedback. Means to estimate parameters and the expected performance of the gateway ranking system can be computed algebraically. Future work on this approach to ranking of messages before they enter the network will involve further analyses of the efficacy of ranking. (17 references) (Author/DB)

ED 327 183 IR 053 343

Smith, Gary R.
Survey of the Research Literature Reported in the "Resources in Education" (RIE) Component of the ERIC Data Base.
PUB DATE- 31 Jan 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Abstracting; *Bibliographic Databases; *Competence; Elementary Secondary Education; *Evaluation Criteria; Faculty Development; *Faculty Publishing; Higher Education; Indexing; Information Dissemination
IDENTIFIERS- *ERIC; *Resources in Education

To identify the procedures for selecting documents for inclusion in the Resources in Education (RIE) portion of the ERIC database, the directors of each of the ERIC system's 16 clearinghouses were contacted and asked the following questions: What is the acceptance rate of unsolicited manuscripts submitted to your clearinghouse for possible publication? What are the academic credentials and experience of those who evaluate unsolicited manuscripts? and What criteria are used to evaluate the quality of unsolicited manuscripts? Their replies indicate that: (1) each clearinghouse uses the services of professional experts with advanced degrees and experience in the particular areas of education which it is responsible for covering to review the manuscripts it receives; (2) reviewers follow an explicit and impressive set of criteria to decide which documents to include in the database; (3) the impressive dissemination system of the ERIC database includes microfilming the entire document, abstracts printed in a monthly periodical, the capability for Boolean searches of the database through online and CD-ROM systems, and depositories of the microfiche collection throughout the United States and several other nations; and (4) the ERIC system has demonstrated a commitment to provide useful information to the professional educator in colleges and universities, as well as to the teacher, administrator, and other practitioners in the K-12 school systems. The contribution of faculty from several universities to RIE is analyzed and it is concluded that Wayne State College faculty have not contributed their fair share of writing and scholarship to the ERIC database. (SD)

ED 327 226 JC 910 038

LaPaglia, Nancy

A Successful Block Program That Integrates Remedial Students from Diverse Cultures.

PUB DATE- 1 Nov 90

NOTE- 14p.; Paper presented at the Annual Conference of the Community Colleges Humanities Association Pacific-Western Division (Portland, OR, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Persistence; Community Colleges; Comparative Analysis; Cultural Awareness; *Cultural Education; *Developmental Studies Programs; *Interdisciplinary Approach; *Minority Groups; Program Content; Program Descriptions; Program Design; Program Effectiveness; *Remedial Instruction; *Remedial Programs; Two Year Colleges

IDENTIFIERS- *Block Programs

In response to statewide reductions in funding for remedial college programs, the English and speech faculty at Daley College (DC) developed and implemented a special block program in fall 1988 for remedial/developmental students. The goal of the program is to prepare remedial students for college-level work within the 30 hours of remediation still funded by the state. The one year, 12-hour per semester program is comprised of eight courses. During the first semester, a social science course forms the center of the block, focusing on multicultural readings and analyses of the diverse cultures of the block students (e.g., Hispanic, Arabic, recent European immigrants, and African-American). The other three courses in the block are English, reading, and speech, all utilizing the same primary texts as the core course. A group of 25 students enroll in all four classes, plus a one-hour counseling course, and meet once a week for a study period with tutors. During the second semester, a humanities course forms the core of the block. The second semester shifts the focus from the students' cultures of the dominant U.S. culture within which the students must succeed. As before, English, reading, and speech make up the remaining three courses. Aside from one early drop-out, all students in the first year completed the fall semester and re-registered for the second semester. A post-test of reading ability showed average student gains of 1.7 years. In a comparison with a control group of students who scored comparably on placement tests, block program students accumulated more college credits towards graduation, had higher grade point averages, and were less likely to drop-out. (JMC)

ED 327 239 JC 910 052

Evans, John W.
Ethnicity: Its Role in Academic Choice and Outcome at Delta College. Research Report.
San Joaquin Delta Community Coll. District, Stockton, CA. Office of Institutional Research and Planning.
PUB DATE- 27 Apr 90
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Asian Americans; Black Students; Community Colleges; Comparative Analysis; Enrollment Trends; *Ethnic Groups; Hispanic Americans; *Majors (Students); *Minority Groups; Remedial Instruction; Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; White Students

In 1990, a study was conducted at San Joaquin Delta Community College (California) to determine the role that student ethnicity played in the educational process at the college. Specifically, the report examined whether the major ethnic groups were over- or under-represented in the student body, the extent to which students of different ethnicities were prepared to undertake college work, and the relationship between student ethnicity and three major educational choices and outcomes (i.e., selecting an educational goal, choosing a major, and obtaining a degree or certificate). Study findings included the following: (1) the percentages of White and Black students closely paralleled their respective proportions in the local population, while Asian students were over-represented by 42% and Hispanic students were under-represented by 60%; (2) minority students were less prepared than White students in basic reading and math skills; (3) White, Black, and Hispanic students tended to select social service majors, while Asian students more often enrolled in technical and scientific fields; (4) White students were above the school average in selecting liberal arts and transfer majors; and (5) the proportion of Asian students receiving degrees and certificates was above the school average, while Hispanics were substantially under-represented and White and Black students were proportionately represented. Study findings suggest that remedial programs will have to be expanded at the college in order to meet the increasing enrollment of educationally disadvantaged students. (JMC)

ED 327 252 JC 910 068

Educational Goal Attainment: A Three-Year Follow-Up Study of Nonreturning 1986-87 Students.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE- Nov 90
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- College Transfer Students; Community Colleges; Dropout Research; *Dropouts; Educational Attainment; *Educational Benefits; *Employment Patterns; Followup Studies; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Reentry Students; *Student Educational Objectives; Surveys; Two Year Colleges

A study was conducted in summer 1990 to measure the educational goal attainment of students who were enrolled at Johnson County Community College (JCCC) during 1986-87, and who had not re-enrolled at the college since that time. Questionnaires requesting information on JCCC experiences and outcomes, level of satisfaction with JCCC, current educational status and plans, and employment status were mailed to 745 long-term leavers. Study findings, based on an 11.3% response rate, included the following: (1) 57.9% of the respondents had attended JCCC four semesters or less and completed an average of 24 credit hours; (2) 77.1% had achieved their ultimate educational objective at JCCC; (3) 38.6% had not re-enrolled at JCCC because of work schedule conflicts, while 36.1% had not re-enrolled because all desired coursework had been completed; (4) 79.5% felt that JCCC had improved the quality of their life, with 92.8% saying they would attend JCCC again if starting all over; (5) 69.5% felt that attending JCCC should have helped them improve their oral communication skills, but only 50.8% indicated that JCCC attendance had helped in this area; (6) 32.5% of the respondents had attained a bachelor's degree or higher; (8) 36.1% planned to enroll in college again, with 86.7% of this group planning to re-enroll at JCCC; and (9) 51.8% indicated their current educational objective was to either study topics of interest/self-improvement or to improve skills for their present job. The survey instrument and edited responses to open-ended questions are appended. (GFW)

ED 327 299 PS 019 283

Morris, Tom; Tadlock, Martin
Extended Day Programs for Latchkey Children.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Administrator Attitudes; *Counselor Attitudes; Elementary School Students; *Extended School Day; Intermediate Grades; Junior High Schools; Junior High School Students; *Latchkey Children; *Middle Schools; Program Implementation; *Teacher Attitudes
IDENTIFIERS- *Program Characteristics

In an assessment of middle school practitioners' attitudes concerning the possible use of school facilities for extended-day programs, 732 participants of a seminar at the University of Wisconsin-Platteville were surveyed. A total of 472 participants returned the survey instrument. Participants were members of four- to six-person middle school teams consisting of an administrator, a counselor, and teachers. Participants were asked to respond to nine questions related to the possible use of public school facilities for extended-day programs. They were told that possibilities for programs included supervision from 7 a.m. to 7 p.m., breakfast, recreational and educational activities, and dinner. Responses to the questions were consistently positive, but fell far short of total agreement. A majority of respondents felt that the basic idea was a good one, that parents would respond favorably, and that provision of services would benefit the community. Additional findings are briefly discussed. (RH)

ED 327 317 PS 019 328

Pokorni, Judith L.; Kaufmann, Roxane K.

Health in Day Care: A Training Guide for Day Care Providers.

Georgetown Univ. Child Development Center, Washington, DC.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Dec 86

NOTE- 174p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Child Abuse; *Child Caregivers; *Child Health; Child Neglect; Chronic Illness; Classroom Environment; *Day Care; Disabilities; Diseases; Early Childhood Education; First Aid; Guidelines; Health Education; Inservice Teacher Education; *Learning Activities; Nutrition; Preschool Children; Prevention; Safety; Safety Education

Written for trainers of day care staff, this guide provides help in communicating to day care personnel the information presented in "Health in Day Care: A Manual for Day Care Providers," originally developed by a division of the Massachusetts Department of Health and adapted for national use by the Georgetown University Child Development Center. The guide suggests training workshops for many of the issues presented in the manual. Workshop topics include creation of a healthy environment, toileting, center safety, emergencies and first aid, preventive health care, nutrition, special needs, child abuse and neglect, chronic health conditions, infectious diseases, care of the mildly ill child, and health and safety education for preschoolers. Each topic is introduced, and one or more suggested activities for each topic are described. Introductions contain a brief statement regarding the purpose of the activities and the sections of the manual concerned. Each activity is described in terms of concepts, approximate time needed, materials needed, process, and procedures. In several sections of the guide, materials originally developed for Head Start personnel have been used. A resource list of 19 children's books on safety, and citations of 8 examples of health and safety curricula, are included. (RH)

ED 327 378 SE 051 823

Willoughby, Stephen S.
Mathematics Education for a Changing World.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE- Dec 90
NOTE- 110p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- Calculators; *College Mathematics; Computer Uses in Education; *Elementary School Mathematics; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; *Learning Activities; Logical Thinking; Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; *Problem Solving; *Secondary School Mathematics; Standards; Teacher Education; Teaching Methods; Technology; Textbooks

A discussion of mathematics curriculum and teaching methods based on the standards issued by the National Council of Teachers of Mathematics (NCTM) and National Council of Supervisors of Mathematics (NCSM) is presented. The standards emphasize the connectedness of each of the branches of mathematics and underline the relationship of each branch to science and technology. The standards also propose teaching estimation, graphing, statistics, and probability at earlier stages than is now common. This text turns these new standards into a practical reality for teachers and administrators. Chapters include: (1) "Why Change?"; (2) "Recent Recommendations of Professional Groups"; (3) "Implementing Recommendations"; (4) "Problem Solving"; (5) "Technological Developments"; (6) "Connections"; and (7) "Fostering Change." (KR)

ED 327 410 SE 051 857

van Trommel, Jacques, Ed.
Proceedings of the International Symposium on Fieldwork in the Sciences (Westerbork, The Netherlands, April 22-27, 1990).

PUB DATE- Nov 90
NOTE- 203p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biology; Computer Uses in Education; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Environmental Influences; Experiential Learning; Field Experience Programs; Field Instruction; *Field Studies; International Cooperation; Outdoor Education; Physics; *Preschool Education; Program Descriptions; Resource Materials; Science Activities; Science Curriculum; Science Education; *Secondary School Science; Teacher Education
IDENTIFIERS- *ShareNet

Thirty papers from the International Symposium on Fieldwork in the Sciences (ISFIS) are presented. The program was divided into four blocks: (1) trends in fieldwork and curriculum aspects; (2) fieldwork activities, followed by discussion and reflection; (3) implementation and dissemination; and (4) field excursions to typical Dutch landscapes. Topics include world trends, curriculum development, international approaches, interdisciplinary approaches, preschool education, the role of fieldwork in environmental education, nature excursions, computer applications, reference collections, teacher training, project descriptions, implementation of fieldwork, science activities in biology and physics, field studies, and ecosystem change. Also included are an analysis and impression of symposium papers and a review of the workshops held. (KR)

ED 327 460 SO 030 421

Justice: Family Law. Curriculum Guide. Grades Kindergarten-Three.
Seminole County Board of Public Instruction, Sanford, FL. Dept. of Curriculum Services.
PUB DATE- 88
NOTE- 71p.; For related documents, see SO 030 422 and SO 030 426.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Cultural Awareness; Curriculum Guides; Elementary Education; Family Characteristics; *Family Problems; *Law Related Education; Learning Activities; Older Adults; Primary Education; Reading Instruction; Student Educational Objectives; Student Responsibility; Teaching Methods
IDENTIFIERS- *Family Law; Florida; Seminole County School District FL

Developed for kindergarten through grade 3, this curriculum guide suggests activities to satisfy the Florida state requirement on law education. Activities are to be infused into the curriculum where appropriate for reading and social studies. Suggested lessons concern family law, are grouped according to grade level, and include student goals and objectives. Kindergarten and first-grade lessons emphasize family situations and learning personal manners. Second-grade lessons help students identify rules and examine consequences of personal actions. They also cover procedures for a trial and include directions for conducting a mock trial. Third-grade lessons focus on gaining awareness of the elderly and also the need to recognize cultural differences within the community. A list of community resources for family law is included. (DB)

Pennsylvania ESL Programs: A Guide to Innovative Practices.
Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; •English (Second Language); •Instructional Effectiveness; •Instructional Materials; •Literacy Education; Program Descriptions; •Teaching Methods
IDENTIFIERS- •Pennsylvania

Ten English-as-a-Second-Language (ESL) programs have been selected as examples of effective ESL programs across the state of Pennsylvania. For each program identified, the following information is provided: a general description of the program; information about the program's instructional methods and materials; and highlights of special features or components. The name, address, and telephone number of the program and a contact person are listed for readers interested in obtaining additional information. (JL)

ED 327 151 IR 014 774

Mason, Robin
Conferencing for Mass Distance Education.
PUB DATE- May 90
NOTE- 10p.; Paper presented at the Guelph Symposium on Computer Mediated Communication (3rd, Guelph, Ontario, Canada, May 15-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Electronic Mail; Foreign Countries; *Formative Evaluation; Higher Education; Instructional Effectiveness; Longitudinal Studies; Mass Instruction; Mass Media Use; Open Universities; Student Participation; *Teleconferencing; *Use Studies
IDENTIFIERS- *Open University (Great Britain)

The Open University pioneered the first use of computer conferencing in mass distance education in 1988, when it was used to provide tutorial support to more than 1,300 students in the United Kingdom via electronic mail and conference messages. A study of the use of the system in the first year revealed that: (1) only one-third of the students logged on extensively; (2) the primary values of the medium were increased communication, a reduced sense of isolation, and direct feedback from tutors to the central staff and to students; and (3) while most communications were banal in content, the practical-help conference was successful. Changes were made in the course after the first year, the success of the changes was evaluated, and it was concluded that the use of teleconferencing as a tutorial rather than as a course delivery medium was beginning to exploit its educational potential. Areas of improvement in the second year were a decrease in the number of misplaced, irrelevant, or inappropriate messages; an increase in the number of students keeping up-to-date with messages; efficient management of queries, requests, and course news; and an increase in the amount of interactive discussion of course issues. Ongoing problems with the use of the computer conferencing medium include student passivity, technological limitations, and the necessity for teaching practical work at a distance. (DB)

ED 327 168 IR 014 793

Johnston, Jerome; Gardner, Susan
The Electronic Classroom in Higher Education: A Case for Change.
Michigan Univ., Ann Arbor. School of Education.; National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Educational Change; Educational Trends; *Electronic Classrooms; Higher Education; Instructional Materials; Technological Advancement; Two Year Colleges

This document contains the transcript of a 1986-1987 videotape of case studies at five institutions representing the broad range of postsecondary education: a research university (The University of Michigan), a comprehensive regional university (Eastern Michigan University), a community college (Washtenaw Community College), and two liberal arts colleges (Denison University and Kenyon College). The case studies were conducted in an effort to gauge the types of computer usage, instructional problems using computers, the impact of computer assisted instruction on student learning, the role of computers in higher education, issues involved in computerizing a campus, and a host of other related issues. All interviews were videotaped and diverse perspectives were compiled and edited into a coherent summary. This transcript examines the changing character of instruction in writing, foreign languages, natural and social sciences, mathematics, and professional training, as well as the costs of computing and providing computing resources. Appendices contain a description of the case study design, interview guides, videotape index, case study synopses, and faculty census form. (DB)

ED 327 198 IR 053 374

Texas Academic Library Statistics, 1988.
Texas Council of State University Librarians.; Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 90
NOTE- 282p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Annual Reports; Higher Education; Library Circulation; *Library Collections; *Library Expenditures; Library Facilities; Library Instruction; *Library Personnel; *Library Services; Library Statistics; Library Surveys; State Libraries
IDENTIFIERS- *Texas

The result of a joint effort of the Texas State Library and the Statistics Committee of the Texas Council of State University Librarians, this publication provides a comprehensive source of statistical data on academic libraries in the state. The report contains a directory of the 150 participating institutions (33 four-year public schools, 32 four-year private schools, 69 two-year schools, 4 law schools, and 12 health science centers), and data tables organized by type of institution. The tables include data on each institution's collections, personnel, income, expenditures, circulation, special services, and facilities. Footnotes, operational definitions, and the survey form and instructions are appended. (SD)

ED 327 266 PS 018 118

Braun, Linda
Modeling the Model: Training Volunteers To Lead Parent Groups.
PUB DATE- Jul 89
NOTE- 16p.; Paper presented at the Family Resource Coalition Conference (Chicago, IL, October 6-9, 1988).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Descriptions; *Group Instruction; *Leadership Training; Models; *Parent Education; Program Descriptions; *Teaching Methods; *Training Methods; *Volunteer Training
IDENTIFIERS- *Junior League; Massachusetts (Boston)

This paper describes a model program for training volunteers to lead parent education groups. Over a 3-year period, the program trained 30 volunteer parent group leaders who were members of the Junior League of Boston. Discussion provides background information on the program and detailed information on ways to build parent education leadership skills with volunteers. Introductory subsections describe participant selection, curriculum, and program outcomes. The discussion that follows concerns: the ability to be empathetic, the practice of eliciting issues rather than giving solutions, teaching content, specific teaching skills involved in planning a parent group session, the development of structured exercises, and the handling of difficult moments. Subsequent discussion describes a developmental approach to modeling the model. It is concluded that there is an enormous pool of potential volunteers who can be trained to lead parent groups; that volunteers come from many different racial, ethnic, social, and cultural backgrounds and age levels; and that trainees can develop extensively in a relatively short period of time. It is believed that the model has been extraordinarily effective in training volunteers to be parent group leaders. (RH)

ED 327 283 PS 019 224

Black, Maggie
From Handpumps to Health: The Evolution of Water and Sanitation Programmes in Bangladesh, India and Nigeria.
United Nations Children's Fund, New York, N.Y.
PUB DATE- Jul 90
NOTE- 127p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Developing Nations; Foreign Countries; *Health Programs; Models; Program Administration; *Program Development; Program Effectiveness; *Public Health; *Sanitation; Technology; Technology Transfer; *Water
IDENTIFIERS- Bangladesh; India; Nigeria

The case histories of water and sanitation schemes described in this volume can best be understood by identifying the moments at which critical hurdles were encountered and surmounted. The first case study, which concerns Bangladesh, discusses promising prospects that existed amid the pollution and the technical and managerial expansion of the crash phase of 1972-1976. Also discussed are moves towards community participation; the linking of water to sanitation and health; increased community outreach and changing technological challenge in the 1980s; and the broadened health impact. The second case study, which concerns India, describes program management in the 1970s; the process of advancing technology through handpump innovations; community involvement and maintenance; the move from technology transfer to capacity-building in hardware; the public health dimension of strengthened software; a push for water for all in 1985; and dracunculiasis eradication. The third case study, which concerns Nigeria, offers a blueprint for multisectorial and integrated action using low-cost technology. Topics include promotion of behavioral change through health education; the adoption of drilling and borehole technology; the move from pilot project to national strategy; evaluation of the impact on health; a redesigned software strategy; and the process of scaling up rural water projects. (RH)

ED 327 333 PS 019 375

Hay, Ysolene C.

Implementing a Video Language Skills Program through the Use of Video Feedback for Developmentally Young Kindergarten Students.

PUB DATE- Dec 90
NOTE- 45p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Critical Thinking; Kindergarten; *Kindergarten Children; *Language Skills; *Low Achievement; *Parent Participation; Primary Education; Program Implementation; *Student Improvement; Time Factors (Learning)

A practicum intervention that provided an intensive language acquisition skills program to kindergarten children performing below grade level expectation in language acquisition was designed, implemented, and evaluated. Parents were included through scheduled meetings and newsletters that were developed by the children. The program was designed to: (1) increase children's skill level in the language area of the Systematic Approach to Developmental Instruction (SADI) checklist; (2) increase the developmental age of the children; (3) reduce the amount of time needed for children to complete SADI center activities; and (4) improve the children's critical thinking skills in the areas of organization of data, language analysis and synthesis, and problem-solving. Practicum evaluation data indicated that the intervention was successful. Related materials, such as a survey of parents on language practices in the home, are included. (RH)

ED 327 349 RC 017 884

Hayden, Wilburn, Jr.

Southern Appalachia and Southern Racism: Employment Practice. A Case in Point.

PUB DATE- 23 Mar 90

NOTE- 16p.; Paper presented at the Annual Appalachian Studies Conference (13th, Helen, GA, March 23-25, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Education; Black Employment; Black Population Trends; Employment Level; Employment Opportunities; Employment Patterns; *Equal Opportunities (Jobs); *Institutional Role; Low Income; Racial Attitudes; *Racial Bias; *Racial Discrimination; Racial Factors; *Rural Areas

IDENTIFIERS- *Appalachia; United States (South)

This paper examines racism and discrimination against rural blacks, especially as these factors relate to poverty caused by unemployment and underemployment. While overt racism in the rural South and Appalachia was sharply reduced during the 1970s, statistical evidence indicates that related differences, such as the black-white "income gap," were not greatly affected. Historical, cultural, and non-market factors can be conceptualized as racism and discrimination and seen as contributing to unemployment. Differences in income comes not by chance but from racism in the South and, more specifically, in Appalachia. Institutional discrimination by complete or partial restriction from job opportunities systematically keeps blacks in a low status and affirms continuing discriminatory images held by the larger Appalachian community. Different forms of institutional racism are described, notably the perception and separation of "black jobs" from higher-paying "white jobs." Census figures from 1983 indicated that hourly wages were lowest in the three regions of the South; in these regions of the country blacks were most heavily concentrated in low-income divisions. Although their educational backgrounds are similar to those of whites, black youth are excluded from some service-industry jobs. A study of hourly wages reported by a regional hotel and conference center shows that 70% of the black employees held the lowest-paid positions. The paper concludes by recommending more complete research, better training programs and employment standards among employers, and outreach programs that better define employer commitments to hiring and retaining blacks. (TES)

ED 327 395 SE 051 842

Apelman, Maja; King, Julie
Pizzas, Pennies and Pumpkin Seeds: Mathematical Activities for Parents and Children.
Colorado State Dept. of Education, Denver.
PUB DATE- 89
NOTE- 72p.; Photographs will reproduce poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Elementary School Mathematics; *Experiential Learning; Instructional Materials; *Learning Activities; Mathematical Concepts; *Mathematical Enrichment; Mathematics Education; Mathematics Skills; *Parent Role; *Parents as Teachers; Primary Education; Teaching Guides

Children have many natural opportunities to learn about the basic aspects of quantity. This booklet is addressed to parents who want to support their children's mathematical growth. The activities presented suggest many ways in which parents and children can use mathematics in their environment. The activities are organized around common activities like shopping, gardening, or riding in the family car. Each chapter covers many mathematical concepts. Chapters are: (1) "Family History"; (2) "Personal Statistics"; (3) "Kitchen"; (4) "Laundry"; (5) "Water"; (6) "Gardening"; (7) "Telephone"; (8) "Grocery Shopping"; (9) "Post Office"; (10) "Restaurants"; (11) "Cars--Travel"; (12) "Money Management"; (13) "Hobbies"; (14) "Weather"; and (15) "Time." Also included are notes on mathematical concepts, and computation examples. Appendices include lists of books on mathematics, games and gifts, resources, a formula for use in finding the day of the week, palindromes, and discussions of intuitive geometry for preschoolers. (CW)

ED 327 427 SO 021 023

Coping with Decisions about Textbooks: 1990.
Indiana Council for Social Studies.
PUB DATE- 90
NOTE- 53p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Freedom; Citizenship Responsibility; Course Content; Elementary Secondary Education; *Evaluation Methods; *Instructional Material Evaluation; Public Schools; *Social Studies; *Textbook Evaluation; *Textbook Selection; *Textbook Standards
IDENTIFIERS- *Indiana

This collection of materials is designed to assist Indiana educators, administrators, and communities with the textbook selection process. Criteria for making such selections is outlined in the following articles: (1) "Laws, Rules, and Guidelines for Teaching Social Studies in Indiana" (Victor A. Smith); (2) "Indiana's Recommended Social Studies Curriculum" (Mary Fortney); (3) "Social Studies Textbook Adoption: Rationale, Procedures, and Interpretation" (James L. Barth); (4) "State-Wide Review of Textbooks" (Mary Fortney); (5) "Indiana State Textbook Adoption System, Social Studies, Textbook Evaluation Criteria, 1990"; (6) "Textbook Evaluation: The Supervisor's Perspective" (Mary Fortney); (7) "A Department Chair's Perspective" (William C. Clarke); and (8) "What Teachers Consider in Textbook Selection" (Evelyn R. Holt). Additional information is provided on readability formulas and policies/procedures for textbook adoption, as well as worksheets for use in reviewing textbooks during the selection process. The document also contains a statement on academic freedom, brief guidelines for controversial issues, and a statement on the goal of social studies education. (NL)

ED 327 443 SO 030 313

Yamamoto, Kiyoshi
Foreign Students in Japan. NIER Occassional Paper 03/90.
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Jun 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Foreign Countries; Foreign Culture; *Foreign Students; Global Approach; Higher Education; *International Educational Exchange; Multicultural Education; Program Descriptions; Program Development; *Student Exchange Programs; Student Needs
IDENTIFIERS- *Japan

As Japan takes a place as one of the world's technologically and economically advanced nations, the number of foreign students seeking to study in Japan has increased rapidly, as has the number of foreigners expressing interest in studying Japanese culture and the Japanese language. The Japanese government's program of international student exchange is still in a developmental stage and is rapidly changing in size and quality. Japan is at an important crossroads as it attempts to establish a system of foreign exchange study that will meet its goals. This paper discusses the current status of foreign student programs in Japan. The following nine areas are examined: (1) selection of university; (2) immigration and residential qualifications; (3) Japanese language study and pre-college education; (4) application and selection procedures; (5) scholarships; (6) tuition, fees, and exemption programs; (7) housing and medical care; (8) jobs and community relations; and (9) after-service for former students. Of particular note are the differences in the status and opportunities afforded to government-scholarship and non-scholarship students. Tables and figures are included. (DB)

ED 327 480 SP 032 663

Wood, Peter H.
The Comparative Academic Abilities of Students in Education and in Other Areas of a Multi-Focus University.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Ability; Academic Achievement; Class Rank; College Entrance Examinations; College Students; Comparative Analysis; *Education Majors; Grades (Scholastic); Higher Education; High Schools; *Majors (Students); Scores; *Test Results
IDENTIFIERS- American College Testing Program; Nelson Denny Reading Tests; Scholastic Aptitude Test

The records of 7,499 college students were examined to determine if the Nelson Denny Reading Test (NDRT) scores, high school or college grades, high school rank or ACT composite scores differed across 8 colleges or major student groups at a midwestern state university. Arts and science students and music students tended to produce slightly higher NDRT scores, with music, arts and sciences, and business students producing slightly higher ACT composite scores. Undecided students tended to produce lower scores and ranks. Differences across majors tended to exceed differences within four similar majors that were offered by two colleges. When 1,579 education students were compared with noneducation students, the education students tended to produce higher high school grades, high school class ranks, and college grades while producing somewhat lower SAT and ACT math scores. When education students were subdivided into those in teacher preparation programs and those in various associated but nonteacher programs, no major changes in the previous results were produced. (Author)

ED 327 055 FL 019 006

Poth, Joseph
National Languages and Teacher Training in Africa. A Methodological Guide for the Use of Teacher Training Institutes. Educational Studies and Documents No. 47.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 88
NOTE- 51p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *African Languages; Dialects; Elementary Secondary Education; Foreign Countries; Higher Education; Language Classification; Language of Instruction; *Language Role; *Literacy Education; *Native Language Instruction; *Official Languages; *Teacher Education; Uncommonly Taught Languages
IDENTIFIERS- Africa

Six essays on native language instruction in Africa are presented. "Why Teach in an African Language?" examines the rationale and advantages of teaching in African mother tongues, and "Why Teach an African Language as a School Subject" discusses the need for such instruction. "Do African Languages Have Sufficient Potential To Be Both Media and Subjects of Learning?" looks at the effectiveness of African languages in school syllabuses. "Can We Speak of African Languages? Should We Not Rather Speak of Dialects?" examines the linguistic question from an educational viewpoint. "What Distinctions Should Be Made Between Mother Tongues, National Languages, Literacy Languages, First Languages, etc.?" concerns the status of teachers and pupils in relation to African languages of instruction. "What Can Primary Teachers and Teacher Trainees Actually Do To Promote African Languages Used as Languages of Instruction?" addresses effective participation of teachers in promoting native languages of instruction. The aim of the papers is to inform and sensitize teachers and prospective teachers to positive aspects of this educational reform, and are for use in countries where introduction of these languages is in the early stages. Each paper includes a discussion of the issue, responses to title questions, and suggested exercises for use by teacher trainees. (MSE)

Martin, Beverly A.

Common Threads: A Whole Language Text for Intermediate ESL Readers. ESL: Reading In a Skills Curriculum.

Northampton Community Coll., Bethlehem, PA. Adult Literacy Div.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 31 Aug 90

NOTE- 124p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Acculturation; Adjustment (to Environment); Adult Basic Education; Cultural Awareness; Daily Living Skills; *English (Second Language); Health Services; Language Skills; *Literacy Education; *Reading Comprehension; *Reading Instruction; Skill Development; *Vocabulary Development; *Whole Language Approach

IDENTIFIERS- *Schema Theory

This text was designed for adult students of English as a Second Language who are reading at approximately an intermediate level. Ten chapters address a variety of topics relating to daily life in the United States, including: travel and transportation; the nuclear and extended family; holiday traditions and customs; the education system; college life; the workplace and its rules and expectations; life changes and adjustments; moving to a new community; wedding customs, traditions, and etiquette; buying on credit; compromise; making major purchases; health and hospital care; child care alternatives; and working parent concerns. The following essential language, cognitive, and life skill areas are targeted in each chapter: schema development; vocabulary enrichment; word study skills; constructing meaning; metacomprehension; language enrichment; and life skills. Chapters contain two readings and include, for each, pre-reading activities and exercises, a preview of the reading, the passage, comprehension questions, and additional exercises and activities. A teacher's guide for all 11 chapters is also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 327 119 HE 024 150

Kendall, Jane C., Ed.; And Others

Combining Service and Learning. A Resource Book for Community and Public Service. Volume I.

National Society for Internships and Experiential Education, Raleigh, NC.

PUB DATE- Apr 90

NOTE- 693p.; For volumes 2 and 3, see HE 024 151-152.

LANGUAGE- English

EDRS-PRICE- Document Not Available from EDRS.

PUB TYPE- Books (010) Information Analyses/State-of-the ART Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adoption (Ideas); Agencies; *Citizen Participation; Citizenship; Cognitive Development; *Community Services; Cross Cultural Studies; Educational Planning; *Educational Strategies; *Experiential Learning; Higher Education; Leadership; *Program Development; Public Policy; *Public Service; Resource Materials; Volunteers

IDENTIFIERS- *Service Learning

This publication is the first volume of a three-volume resource book intended for anyone who wants to start, strengthen, or support a program or course that combines community or public service with learning. The book covers policies, issues, and programs in colleges and universities, K-12 schools, community-based organizations, public agencies at all levels, youth agencies, and others. Most articles in volume I are targeted to educators. The volume contains 76 papers divided into five parts: (1) Essential Principles in Combining Service and Learning; (2) Rationales and Theories for Combining Service and Learning; (3) Public Policy Issues and Guides; (4) Institutional Policy Issues and Guides; and (5) History and Future of the Service-Learning Movement. The five articles in part I lay out the essential principles behind service and learning. In part II, 38 papers divided among several subtopics discuss why the combination of service and learning is important and powerful at this time in history. Part III contains eight articles that take the debate to the public policy arena using summaries of several state policies as models. The 16 papers making up part IV concern institutional policy issues raised by combining service and learning and how to establish the types of commitment needed for sustaining institutional support. Finally, the nine articles contained in part 5 discuss the history and future of the service-learning movement. Contains an index and publications list. (GLR)

ED 327 135 IR 014 740

Milne, Sue; And Others

An Investigation of Student's Learning Activities: A Comparison of Tutorial CAL and Traditional Methods.

PUB DATE- 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; College Students; Comparative Analysis; *Computer Assisted Instruction; *Conventional Instruction; Foreign Countries; Higher Education; *Intermode Differences; Mathematics Instruction; Pretests Posttests; *Programed Tutoring; Questionnaires; *Student Attitudes; Student Motivation
IDENTIFIERS- Scotland

Students at Glasgow College who were learning mathematics in the traditional lecture/tutorial situation were compared in an experimental study to those learning mathematics using a computer aided learning (CAL) tutorial. Questionnaires were given to the students to determine both their previous experience of computers, CAL, mathematics, and network theory, and their attitudes toward CAL. At the end of the investigation all of the students were requested to assess their understanding of the subject matter and interest in the teaching mode, and the same attitude survey was administered to detect any changes. Results indicated an overall lack of motivation among the students for mathematics and no difference in performance between the lecture/tutorial group and the CAL group. Students felt that the CAL program was better for reviewing old material than for learning new topics. It is concluded that observed differences in individual learning styles appear to be the dominant factor in student learning, and that a mode of delivery that adapts to such individual styles is essential for learning effectiveness. (4 references) (DB)

Marcum, Deanna B.
Preservation Education Institute Final Report (Queenstown, Maryland, August 2-4, 1990).
Commission on Preservation and Access, Washington, DC.
PUB DATE- Aug 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Academic Libraries; Archives; Facility Guidelines; Futures (of Society); Higher Education; *Library Education; *Library Personnel; Library Schools; *Preservation

This report explores the current status of preservation education in library schools, the projected requirements for the next decade, and the ways in which preservation education may be strengthened. It is argued that preservation has changed dramatically with the emergence of nonprint media, and the question is raised whether the library school curriculum is properly addressing these needs; it is agreed that future librarians will require combinations of fiscal, analytical, interpersonal, managerial, and administrative skills. Other strategies that are suggested to strengthen preservation education are the training of librarians through apprenticeships and internships, financial support for Ph.D. candidates, the targeting of specific groups for whom preservation education should be identified (teachers, preservation administrators, library and archives professionals), and revised school curricula. It is also important that both teachers and deans be in frequent contact with practitioners who have experience in both preservation administration and conservation. (MAB)

ED 327 363   RC 017 945

Haas, Toni

The Knowledge Base for Improving Policy and Practice: The Regional Laboratories Experience. The Knowledge Bases for Improving Rural Education: Their Needs Are Unique.

Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demonstration Programs; *Educational Change; *Educational Research; *Educational Theories; Elementary Secondary Education; Models; *Research Problems; *Rural Education; Rural Schools; Teaching Experience
IDENTIFIERS- Colorado; Kansas; Nebraska; North Dakota; South Dakota

Several problems exist with the rural knowledge base as it is traditionally conceived: (1) there is no useful rural definition with the diverse rural reality; (2) rural is undervalued as reflected in teacher education and training and in the stereotyping of regions in the country; (3) issues of sparsity, scarcity and size are disregarded, and (4) the positive attributes already present in many rural schools are ignored. The type of education available in rural schools typify, on a small scale, the recommendations of effective schools research. Rural educators have experienced the limitations of the current knowledge base and rely on practice and experienced-based knowledge. New knowledge to improve practice comes from personal interactions with other rural educators rather than from research or outside resource persons. State departments of education establish monitoring and compliance relationships with rural schools, mirroring the larger society's undervaluing of rural education. They assume that rural schools are financially inefficient and educationally ineffective, although all state-wide test data proves contrary. New models for knowledge production and utilization are necessary for improving rural education. Three alternative models are: (1) clustering schools with similar interests to share programs, personnel and equipment; (2) sponsoring grassroots research on rural education and rural schools; and (3) creating Centers on Rural Education at colleges and universities. This document contains 22 references. (ALL)

ED 327 411 SE 051 858

Truex, Ronald T.

Township of Ocean School District Contemporary Science. Curriculum Guide, September 1987.

Ocean Township Board of Education, Oakhurst, N.J.

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.

PUB DATE- 87

NOTE- 104p.; For student enrichment materials manual and program description see SE 051 859-860.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Astronomy; *Course Content; *Course Objectives; Elective Courses; Energy Education; English Instruction; Health Education; Industrial Arts; *Interdisciplinary Approach; Mathematics Education; Meteorology; Physics; Pollution; *Pretests Posttests; Science and Society; Science Education; *Scientific Literacy; Secondary Education; *Secondary School Science; Social Studies; Space Exploration; State Curriculum Guides; Teaching Methods; Technology

This guide was prepared for a program designed to provide non-academic disaffected students as well as college-bound high school students with a meaningful and positive educational experience in science in order to bridge the gap between science and the citizen in a technological world. The program, designed as a full year elective course, involves the students in activities and projects that reflect concerns regarding issues in science. The major units of study in this course are matter and energy; meteorology; astronomy; atomic energy; space exploration; population growth; alternate energy sources; health hazards of drugs and smoking; and air, water, and noise pollution. Because of the interdisciplinary theme of the course of study, this program is designed to improve the entire school program by incorporating concepts and skills from other academic areas. These areas include social studies, math, industrial arts, and English. Included in this guide are: (1) purpose; (2) course description; (3) school, science program, and course goals; (4) suggested strategies for instruction and evaluation; (5) the scope and sequence of the units of study; (6) the pre-post test and answer key; (7) the student and parent evaluation sheets; and (8) evaluation guidelines. (KR)

ED 327 103 HE 024 120

Martin, Deanna C.; Arendale, David R.

Supplemental Instruction: Improving Student Performance, Increasing Student Persistence.

PUB DATE- 90

NOTE- 14p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Programs; Dropout Prevention; Educational Innovation; Higher Education; Performance; Program Development; Program Effectiveness; *Small Group Instruction; *Student Attrition; *Supplementary Education; Teaching Methods; Tutorial Programs; Universities; *Validated Programs

IDENTIFIERS- *University of Missouri Kansas City

The Supplemental Instruction (SI) program of the University of Missouri-Kansas City addresses attrition by providing academic support in courses that are high risk for students. The program contains a number of innovative features, for example: high risk courses are identified instead of high risk students, and everyone in those courses is offered assistance; student participation in small group sessions is voluntary; and evaluation goes beyond student and faculty satisfaction surveys and includes actual rates of institutional change. Small group sessions incorporate such features as informal quizzes, group discussion, test question prediction, review of previous examinations, restructuring of classroom lecture notes, and other activities. The key people in the program are the SI leaders, who are presented as students of the subject of the course. As such, they present an appropriate model of thinking, organization, and mastery of the discipline. SI leaders attend all class sessions, take notes, read all assigned material, and conduct small group sessions. The SI program has been certified as an Exemplary Educational Program by the United States Department of Education, and has received National Diffusion Network funding. This paper describes program development, specific goals and objectives, results and outcomes for students and/or the institution, and potential for adaption by other institutions. (JDD)

ED 327 300 PS 019 284

Blaska, Joan K.
Transition into Kindergarten: Children with Special Needs.
PUB DATE- 89
NOTE- 34p.; Tables 1 and 3 contain smudged/small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Educational Planning; *Educational Practices; *Kindergarten; *Mainstreaming; Preschool Education; Primary Education; Program Implementation; *Special Education; *Transitional Programs
IDENTIFIERS- *Barriers to Implementation

Transition practices that are used when students move from early childhood special education classes into kindergarten were studied. The study was designed to identify important practices that should be incorporated into the transition process and barriers that interfere with implementation of transition. Early childhood special education teachers, kindergarten teachers, and supervisors in suburban districts of a large metropolitan area of Minnesota were surveyed by questionnaire in an effort to obtain a comprehensive perspective. Results indicated that while some teachers and administrators can identify important transition practices, many factors interfere with implementation. According to the findings, most programs do not have a comprehensive transition plan that is being implemented. A 26-item reference list is included. (RH)

Law Studies Curriculum.
Seminole County Board of Public Instruction, Sanford, FL. Dept. of Curriculum Services.
PUB DATE- 88
NOTE- 36p.; For related documents, see SO 030 421, and SO 030 426.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Citizenship Education; Civil Law; Constitutional Law; Course Descriptions; Course Objectives; Criminal Law; Curriculum Guides; Justice; *Law Related Education; Laws; Secondary Education; Social Studies; *Student Educational Objectives
IDENTIFIERS- Seminole County School District FL

This law studies curriculum guide describes a course designed to provide secondary students with the opportunity to acquire an understanding of the U.S. legal process. The law studies course is intended to develop corresponding concepts and skills in conjunction with the content presented. The content areas of the curriculum include: (1) introductory information (e.g., reasons for laws, who makes laws, the adversary system); (2) criminal and juvenile justice; (3) consumer law; (4) family law; (5) housing law; and (6) individual rights and liberties. Performance objectives are listed for items in the course outline. (DB)

ED 327 087 HE 024 103

Howell, Joe A.; Eidson, Donald
A New Agenda: Building Colleges with Values.
PUB DATE- 90
NOTE- 149p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Consciousness Raising; Educational Environment; Higher Education; Institutional Environment; *Institutional Mission; Institutional Role; Mission Statements; *Policy Formation; *Program Implementation; Quality of Life; Social Values; Standards; Student School Relationship; *Values Clarification

The argument is made that the institutional mission of colleges and universities can be used as the agent for social progress and a vehicle for bettering the human condition. The development, implementation, and benefits of institutional missions in which faculty members and students grapple in a sustained way with what it means, personally, educationally, and professionally, to teach and learn at an institution where its mission is taken seriously are explored. Two themes run throughout the discussion: (1) institutions of higher learning must have a clear and definitive mission, must insure that the mission is pervasive, and must have specific, well-funded programs to insure its success; and (2) there must be a planned program to put a consideration of values into the curriculum and student life of an institution. It is suggested that governing boards mandate that a mission core exist, that there be a core of experiences for all students both in and out of the classroom, and that students understand the context in which they are studying. It is further noted that once the policy is in place, the faculty must implement it under the direction and leadership of the president. (GLR)

ED 327 184 IR 053 352

Gajerski, B.
Edmonton Public Library, 1989 User Survey.
Edmonton Public Library (Alberta).
PUB DATE- Oct 89
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Fines (Penalties); Foreign Countries; Information Needs; *Library Collections; *Library Services; Library Statistics; Library Surveys; *Public Libraries; User Needs (Information); Users (Information); *User Satisfaction (Information); *Use Studies
IDENTIFIERS- Alberta (Edmonton)

Distributed on a random basis to 3,000 patrons, this survey was conducted to provide the administration of the Edmonton Public Library with a comprehensive evaluation of the service the library provides to the public. The results, which were tabulated using frequency distribution tables and which make up the major part of the report, are presented under the following section categories: (1) General; (2) Use and Knowledge of the System; (3) Range and Availability of the Material; (4) General User Patterns; (5) Specialized Issues; and (6) Main Library User Patterns. Overall, findings indicate that the library's patrons are quite satisfied with the level and quality of the services provided to the public. However, some criticisms were expressed by patrons during the administration of the survey. These included inadequate funding, excessive fines, and the lack of book return drop-offs after hours. (SD)

ED 327 227 JC 910 039

Bushnell, Jay R.
Quanta, a Learning Community at Daytona Beach Community College and the Use of the Myers-Briggs Type Inventory.
PUB DATE- Dec 90
NOTE- 20p.; Graduate Seminar Paper, University of Florida.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Cognitive Style; Community Colleges; Core Curriculum; *Diagnostic Tests; *Instructional Innovation; *Interdisciplinary Approach; Learning Theories; *Personality Measures; *Predictive Measurement; Team Teaching; Two Year Colleges; Two Year College Students
IDENTIFIERS- Daytona Beach Community College FL; *Myers Briggs Type Indicator

In fall 1984, a program was implemented at Daytona Beach Community College (Florida) with the dual purpose of integrating subject material between courses and establishing a close community of learners to cooperate in the mastery of subject matter. In the fall semester, participating students enroll in a block of three courses: English I, Humanities I, and Psychology of Adjustment. For the winter term, the block courses are English II, Humanities II, and General Psychology. The courses are all team taught by the instructors from each discipline, and a central theme is used each semester around which academic inquiry and discussion is centered. As a dialogic instrument and a personality measure, the Myers-Briggs Type Inventory (MBTI) is administered in the fall to help students assess their own strengths and weaknesses, as well as to help faculty evaluate and modify their teaching styles. The test classifies students and teachers as Sensing versus Intuitive, and Feeling versus Thinking. A study using the MBTI results over a 6-year period was conducted to determine whether different personality types among students and teachers led to different academic success rates. Personality type did not seem to correlate significantly with retention rates or student grades. In general, though, the program format produced higher overall student successes (only 23% not succeeding) and has created a collegial interactive atmosphere which has been a very important and valued part of the program for both teachers and students. The paper includes a detailed literature review of the different characteristics associated with each personality type. (PAA)

ED 327 240 JC 910 053

Evans, John W.
Faculty Salaries at Delta College. Research Report.
San Joaquin Delta Community Coll. District, Stockton, CA. Office of Institutional Research and Planning.
PUB DATE- 13 Nov 89
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; *Community Colleges; Comparative Analysis; Fringe Benefits; *Professors; State Colleges; State Norms; State Surveys; State Universities; Tables (Data); *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California

In 1989, a study was conducted of faculty salaries at California's San Joaquin Delta Community College (SJDCC). Salary results were compared with community college districts in the State of California, with two specially selected subgroups of colleges comparable to SJDCC, and with all of California's major public and private four-year postsecondary institutions. Study findings included the following: (1) SJDCC's maximum salary for faculty without a doctoral degree ranked fourth among the 70 community college districts in the state and was 12% higher than the state average; (2) when compared with two groups of comparable colleges, SJDCC's minimum and maximum salaries were the highest in both groups; (3) when the salaries of these two comparable groups were adjusted for the cost-of-living differences in the districts, Delta's percentage advantage widened; (4) when compared with the average salary of assistant professors in all of California's major public and private institutions, SJDCC's average faculty salary of $48,603 ranked first, and when compared with associate professors at the same institutions, SJDCC ranked third; (5) SJDCC's average faculty salary was 45% higher than the average assistant professor salary in the California State University system and 31% greater than the average assistant professor salary in the University of California system; (6) when fringe benefits were translated into their dollar value, SJDCC ranked slightly below average; and (7) SJDCC was slightly above average in productivity/cost effectiveness. (JMC)

ED 327 253 JC 910 069

Career Student Follow-up: Class of 1988-89.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE- Aug 90
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Education Work Relationship; *Employer Attitudes; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Personnel Evaluation; Questionnaires; Telephone Surveys; Two Year Colleges; *Vocational Education; Vocational Followup; Wages

In January 1990, a follow-up study was conducted of students who completed or largely completed a career program at Johnson County Community College (JCCC) to determine their educational and employment status and the relationship of their job to their program of study. Telephone interviews were conducted with 215 of 523 former students who had either earned a degree or certificate or left the program with marketable skills. Another 114 former students responded to a mailed questionnaire, bringing the total response rate to 66.1%. Study findings included the following: (1) 87.8% of the respondents had achieved their original educational objective at JCCC; (2) 79.2% were employed in jobs related to their JCCC course of study, and, of these, 88.1% were working full-time; (3) 84.2% of the respondents who were employed in a job related to their JCCC program rated the job as "excellent" or "good"; (4) the average wage reported by program completers employed full-time in a job related to their JCCC career program was $10.36 per hour; and (5) 21.6% of the respondents were pursuing additional education at the time of the survey. Subsequent to the former student survey, another survey was conducted of 200 employers identified by respondents working in jobs related to their JCCC program. Employers were asked to rate the former students' conceptual and technical knowledge, work attitudes, quality of work, communication and interpersonal skills, and overall job preparation, and to provide projections concerning anticipated job openings and wages in the field. Over 90% of the 157 responding employers rated the program completers' job preparation as good or over good, and most gave positive evaluations of other aspects of job performance. Appendixes provide the two survey instruments and cover letters. (JMC)

ED 327 267 PS 018 647

A Survey of the Quality of Education for Four-Year-Olds in Primary Classes. Report by HM Inspectors.
Department of Education and Science, London (England).
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission (School); Classroom Environment; *Educational Quality; *Elementary School Curriculum; Foreign Countries; Inspection; *Preschool Children; Primary Education; *Public Schools; Resource Materials; *School Organization; Staff Development
IDENTIFIERS- *England

From the spring of 1986 to the autumn of 1988, the HM Inspectorate (HMI) undertook a survey of the quality of provision of education for 4-year-olds in primary classes. The work of 4-year-olds in 152 primary schools in 14 different local education authorities (LEAs), serving three London boroughs, four large metropolitan authorities, and seven shire counties, was inspected. The majority of schools were visited by HMI for a day. This report draws together the findings of the survey and comments on their implications. Sections concern admission policies and practice, planning and organization, and curriculum. In the area of provision, topics include staffing and staff development, accommodation, and resources for learning. A concluding commentary is provided. Findings suggest that the inclusion of children somewhat younger or older than 5 years of age in an infant class is not necessarily detrimental to good practice, providing the range of the children's educational needs is understood, the resources to meet those needs are available and used effectively, and class sizes are manageable. (RH)

ED 327 318 PS 019 331

Lounsbury, John H.; Clark, Donald C.
Inside Grade Eight: From Apathy to Excitement.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 90
NOTE- 165p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- *Administrator Attitudes; *Educational Improvement; Extracurricular Activities; Grade 8; Junior High Schools; *Junior High School Students; *Profiles; Student Characteristics; *Student Experience; Student Needs
IDENTIFIERS- Shadow Studies

Volunteer observers shadowed 162 randomly selected 8th graders in 161 schools on March 8, 1989. Following simple directions, the volunteers recorded the events and activities of the students. Each observer completed an interview with the shadowed student, a structured interview with an administrator, a school information sheet, and a statement of his or her reactions. After an introductory chapter, chapter 2 provides a portrait of 8th graders. This description of the nature and needs of 8th graders offers a yardstick against which the appropriateness of the educational experiences being provided for emerging adolescents can be measured. Chapter 3 presents basic data on the schools involved in the study. Comparisons with other recent status studies are made. Chapter 4 delineates the kinds of experiences and activities in which 8th graders participate during a school day, revealing both the extremes and the general condition. Chapter 5 presents six representative shadow studies that enable readers to draw their own conclusions. Chapter 6 presents major findings of the study and recommendations for improving 8th grade education. Appendices provide related materials, including directions for observers. (RH)

in the home, are included. (RH)

ED 327 334 PS 019 376

Swensson, Marjorie

Nutrition and Its Effects on Learning.

PUB DATE- Nov 90

NOTE- 43p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) l

DESCRIPTORS- Behavior Problems; *Eating Habits; *Elementary School Students; Grade 4; Grade 5; High Risk Students; Intermediate Grades; Learning Problems; *Nutrition Instruction; *Parent Participation; *Student Improvement

A 12-week practicum intervention, designed to improve the classroom performance of 17 elementary school students experiencing learning or behavior problems by offering the students nutrition instruction and improving nutritional practices in the students' homes, was implemented and evaluated. Students were requied to agree to: (1) eat a nutritious breakfast each morning; (2) limit sugar intake; (3) eat nutritious snacks; (4) eat more fruits, vegetables, whole-grain and protein-rich foods than previously; and (5) attend nutrition education classes two or three times a week. Parents were encouraged to participate in the project. Nutrition classes provided discussions of films on nutrition topics, tasting parties, cooking experiences, parent education sessions, and instruction on reading labels. Effectiveness of the intervention was evaluated by observations of classroom behavior and pre- and posttesting with the Wide Range Achievement Test (WRAT) and a General Nutrition Quiz. Classroom observations revealed that 50 percent of the students had improved in behavior and were enjoying increased academic success. Most children who altered their eating habits scored higher on the posttest WRAT than those who had not. All participants learned the value of proper nutrition. (RH)

ED 327 379 SE 051 824

Hein, George, Ed.
The Assessment of Hands-On Elementary Science Programs.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 310p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
  Books (010)
DESCRIPTORS- Achievement; *Educational Assessment; Elementary
  Education; *Elementary School Science; Evaluation Criteria;
  *Evaluation Methods; Evaluation Problems; Foreign Countries;
  *Measurement Techniques; *Needs Assessment; Performance Factors;
  Science Education; *Science Programs; Testing; Thinking Skills
IDENTIFIERS- United Kingdom

This document contains 15 chapters on various topics related to elementary science assessment. A comprehensive description of efforts to introduce alternatives to multiple-choice, paper and pencil tests to assess science learning is provided. The monograph includes an analysis of assessment issues, descriptions of current practice, and suggestions for new assessment methods. Part One, "Lessons from the Assessment of Reading and Writing," discusses literacy and testing, and contains papers by Brenda Engel and Patricia Stock. Part Two, "Assessment Theory," discusses thinking skills of students, and the validity of science assessments; articles are written by Audrey Champagne, Jerome Pine, and Frank Davis. In Part Three, "Large Scale Assessments," state assessments and the United Kingdom's Assessment of Performance Unit (APU) are discussed in studies by Joan Baron and Patricia Murphy. Part Four, with articles by Maryellen Harmon and Jan Mokros, and by Rosalind Driver, "Assessment in Science Education Research and Development," assesses the NSF elementary science curricula and the progress of children's understanding in science. Part Five, "New Approaches to Science Assessment," includes young children's discussion of science topics and a source of data for assessment in elementary school science based on children's investigations; contributions are by Edward Chittenden and Hubert Dyasi. (KR)

ED 327 428 SO 021 038

Scott, David K.
Toward a "Steady State" Theory of Social Movements. Debut Paper.
PUB DATE- Apr 90
NOTE- 48p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Black Leadership; *Black Power; Black Studies; Higher Education; *Political Influences; Political Issues; *Rhetoric; Social Problems; *Social Science Research; Social Theories
IDENTIFIERS- Afro Americans; Farrakhan (Louis); *Griffin (Leland); *Nation of Islam

In this paper, the Nation of Islam, an Afro-American group headed by Louis Farrakhan, is analysed in terms of the characteristics that constitute a social movement and discussed in terms of social theories that have been developed to explain the functions and effects of rhetoric in social movements. Leland Griffin, who put forth the "life-cycle" theory, has been acknowledged as the founder of social movement study. However, his theory does not adequately explain movements that do not evolve over time. The Nation of Islam movement, in the context of a "steady state" theory, defies Griffin's model in that it does not evolve at all. Generally, social movements seek to change social, political, religious, or economic norms and values. The Nation of Islam does not represent a part of the established order, but maintains a philosophy of remaining separate from the establishment. The group's leader is analyzed in relation to other black leaders, the history of the movement is discussed, and the beliefs of those who join it are reviewed. (NL)

ED 327 152 IR 014 776

Kaplan, Leonard; And Others

Enhancing Human Learning through the Integration of Affect and Technology.

PUB DATE- Mar 90

NOTE- 5p.; Paper presented at the International Conference on Technology and Education (Brussels, Belgium, March 20-22, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Behavior; Behavioral Science Research; *Child Development; Educational Environment; Elementary Secondary Education; *Emotional Development; Humanistic Education; Questionnaires; Socialization; Surveys; *Teacher Attitudes; *Teacher Student Relationship

The two goals underlying this study were to provide the first data on how educators feel about learners' emotional displays, and to relate those viewpoints to their interactive behavior in specific learning environments. Prior to this investigation there was no literature addressing the socialization of emotion in schools, in fact, the bulk of discussion of displays of emotion in schools reflected the posture that children's emoting is intrusive to the goals of the classroom. The role of most educators in the "emotional development of children" has been as detectors of disturbances; their role as integral members of the socialization process had been ignored. This study provides insight into an educator's role in the process of emotion socialization and examines the relationship between educators' conceptions about emotional displays and their interaction with learners. (25 references) (Author)

ED 327 169 IR 014 794

Regan, Kate; Tuchman, Shendl

The Importance of Authority and Peer Relations on the Educational Process of Onsite and Online Students: An Exploratory Investigation.

PUB DATE- Mar 90

NOTE- 7p.; Paper presented at the International Conference on Technology and Education (7th, Brussels, Belgium, March 20-22, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Distance Education; *Educational Environment; Electronic Classrooms; Graduate Students; Higher Education; Interaction; Peer Relationship; Socialization; *Teacher Student Relationship

Education is far more than the transmission of information. The importance of teachers as both authority figures and role models has often been overlooked in the educational and professional development of graduate students, as has been the importance of peer relationships. A study of 27 candidates for the Master's in Business Administration degree at a small university in California entailed interviews of three groups: (1) main campus students; (2) off-site students; and (3) online students. Findings revealed that: (1) main campus students expected and sought out interaction with teachers as part of their learning experience, whereas the electronic classroom students considered teachers more as an inanimate source of information; and (2) main campus students had the opportunity to develop peer relationships but did not, and were similar to off campus and electronic students in their view of classmates as providers of a competitive environment. It is concluded that computer-mediated education will succeed to the degree that educators understand the importance of peer and teacher relationships, how to help students develop them, and the role of competition in gaining or avoiding these relationships. (DB)

ED 327 199 IR 053 375

Texas Public Library Statistics for 1988.
Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 89
NOTE- 654p.; For the 1987 statistics, see ED 306 965.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; Information Technology; Library Circulation; *Library Collections; *Library Expenditures; Library Facilities; Library Instruction; *Library Personnel; *Library Services; Library Statistics; *Public Libraries; Shared Resources and Services; State Libraries; Users (Information)
IDENTIFIERS- *Texas

The information in this book was taken from 1988 annual reports submitted to the Texas State Library by public libraries in that state. The statistics reflect each library's 1988 local fiscal year (i.e., ending January 1, 1988). The publication opens with general information about the Texas State Library, and a map of the major resource systems, followed by a directory of Texas public libraries. The statistics for each library, which are arranged alphabetically by city name and grouped into tables, are then presented. They identify: (1) the library status, outlets, and users; (2) expenditures; (3) income; (4) collections; (5) local services; (6) technology and resource sharing; and (7) staffing and salaries. Summary statistics are compiled by region and by county. A list of board chairpersons of public libraries, presidents of friends of library groups, and a sample 1988 annual report form are appended. (SD)

ED 327 214 IR 053 396

Hale, Charles E.
A "Required" Bibliographic Instruction Course: A Library Administrator's Assessment.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; College Libraries; Course Descriptions; Higher Education; *Library Instruction; *Library Personnel; Library Services; *Program Evaluation; Program Implementation; Public Relations
IDENTIFIERS- Millikin University IL

This document addresses the advantages and disadvantages of a required bibliographic instruction program at Millikin University, Decatur, Illinois. Issues addressed include: the public relations efforts; the planning and implementation of the program; the staff requirements; and the impact on library operations and services. Course requirements, methodology, and a general assessment of over 10 years of student evaluations and reactions are discussed. Other issues presented relate to "helpful hints" for instructional consideration; the general content and assessment of the strengths and weaknesses of this program. (Author/MAB)

ED 327 284　　　　PS 019 232

Brown, Nancy H.; And Others
Delaware First...Again: The First Comprehensive State Training Plan for Child Care Staff. Final Report of Planning Project.
SPONS. AGENCY- Delaware State Services for Children, Youth and Their Families Dept., Wilmington.
PUB DATE- 31 May 90
NOTE- 106p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Development; *Child Caregivers; Costs; Data Collection; Day Care; Demography; Early Childhood Education; Family Day Care; *Needs Assessment; *Program Implementation; Resource Centers; Resource Materials; *Statewide Planning; *Teacher Education
IDENTIFIERS- *Delaware; Focus Groups Approach

This report on the training of child care staff in Delaware discusses issues relating to child care staff training and the quality of care in the state. Guided discussions and interviews were used to elicit descriptions of training, appropriate content and formats for training, a career development system, resource centers, and problems related to child care staff training. Part I provides information about procedures used for data collection and areas of consensus in the provider community. Part II, which covers problems related to training, identifies assumptions and briefly explores research on training and alternative solution strategies. Part III offers recommendations and implementation suggestions for a career development system, an evaluation system, resource centers, and cost projections. A vision for the future of child care in Delaware, a 10-year plan, and a summary of recommendations are provided in Part IV. Appendices include focus group reports, reports of interviews, questions used with focus groups, a list of members of the Delaware Child Care Training Advisory Committee, a provider profile instrument, and an outline of career ladder and professionalism qualifications in the early childhood field in Delaware. (RH)

ED 327 301 PS 019 285

Blaska, Joan K.
SRA Transition Model: Senders, Receivers, Administrators.
PUB DATE- 90
NOTE- 27p.; Reduced size tables are illegible.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Early Childhood Education; *Educational Practices; *Kindergarten; *Mainstreaming; *Models; Preschool Education; *Special Education; Teacher Role; *Transitional Programs

This article presents a comprehensive transition model for mainstreaming children from early childhood special education into kindergarten. The SRA Model of Transition outlines transition practices to be implemented by the sending, receiving, and administrative staff. Suggestions for including parents throughout the process are offered. Transition practices are integrated into this model in order to prepare students for transition, facilitate the move itself, and provide for an appropriate follow-up. A suggested timeline emphasizes transition as a year-long process that involves a variety of practices that occur throughout the year. While this model was developed for movement from early childhood special education into kindergarten, it could easily be adapted for other transitions made by young students with special needs. A 42-item reference list is included. (Author/RH)

ED 327 396 SE 051 843

Mathematics Counts in Virginia. Virginia International Mathematics Assessment Project. Main Report.
Virginia State Dept. of Education, Richmond. Mathematics Service.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Dec 89
NOTE- 134p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Educational Assessment; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; Program Descriptions; Secondary Education; *Secondary School Mathematics; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Second International Mathematics Study; *Virginia

The Virginia International Mathematics Assessment Project was undertaken in response to the need for high quality baseline data on student achievement and on curriculum and instructional issues. The assessment model chosen for this project used the design and instruments of the Second International Mathematics Study (SIMS). The study included 104 schools throughout Virginia, approximately 800 students and over 200 teachers and principals. Most students were in grades 8, 11, and 12. This report includes a summary of the findings with reference to achievement, opportunity to learn, attitude, and other background information on both teachers and students. Chapters include: (1) "Introduction"; (2) "Mathematics Achievement in Virginia Schools"; (3) "Opportunity to Learn Mathematics in Virginia Schools"; (4) "Student Attitudes"; (5) "Background Data"; (6) "Teachers Teaching...Students Learning"; (7) "Implementing SIMS at the Local Level"; (8) "Summary"; and (9) "Recommendations." Appended are a description of the five technical reports that accompany this study and a sample design. (KR)

ED 327 444 SO 030 316

Sesow, Bill
Teaching for Transfer through the Use of Personalized Application Level Questions.

PUB DATE- 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (St. Louis, MO, November 10-14, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Critical Thinking; Curriculum Development; Elementary Education; Experiential Learning; Learning Experience; Learning Strategies; *Learning Theories; Prior Learning; Relevance (Education); *Social Studies; Student Educational Objectives; *Student Experience; *Teaching Methods

If students are able to relate what they learn in school to experiences they have outside the classroom, they will become better critical thinkers. This paper suggests a model for teachers to use in aiding such "transfer" of knowledge from the classroom to the student's past or future experiences. By maintaining a profile of the student's nonschool activities, teachers can be prepared to ask questions of students that relate a classroom experience to their nonschool environment, thereby increasing the relevance of education. Conclusions are drawn from three University of Nebraska doctoral studies that researched the usefulness of this method in elementary social studies. A 9-item reference list is included, as well as the "Nonschool Activity Student Profile," a brief survey form for students and/or their parents. (DB)

ED 327 462 SO 030 426

Justice: Mock Trials on Video. Curriculum for High School.
Seminole County Board of Public Instruction, Sanford, FL. Dept. of Curriculum Services.
PUB DATE- 88
NOTE- 50p.; For related documents, see SO 030 421-422.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Curriculum Guides; High Schools; Instructional Materials; *Justice; *Law Related Education; Laws; Learning Activities; Simulation; Social Studies; Student Educational Objectives; Student Participation; Teaching Methods; United States Government (Course); *Videotape Recordings
IDENTIFIERS- Florida; Seminole County School District FL; *Trials

Presenting suggested activities for high school teachers, this guide is to be used to satisfying Florida's law-related education requirement. The scripts for two videos dramatizing legal proceedings are included; in both, students participate in mock trials. The first video concerns the offense of driving under the influence; the second concerns landlord/tenant laws. Pertinent Florida statutes are included as well as a glossary of related terms and suggested topics for class discussion. It is stated that the videos can be infused into the curriculum where appropriate for law studies and American government courses. (DB)

ED 327 481 SP 032 668

Gilson, Joan Tedrow
Reconstructive Reflective Teaching: A Review of the Literature.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Beliefs; Classroom Techniques; *Educational Objectives; Elementary Secondary Education; Higher Education; Literature Reviews; Problem Solving; *Role of Education; Self Evaluation (Individuals); *Teacher Attitudes; *Teacher Role; Teaching Methods
IDENTIFIERS- *Reflective Teaching

The practices of Reconstructive Reflective Teaching as discussed in the works of Schon, Smyth, and others can provide sound staff development for teachers at all grade levels, kindergarten through college. This review of the literature on the topic provides a definition and a detailed explanation of the assumptions, preconditions, and processes of Reconstructive Reflective Teaching. The article concludes with a discussion of the benefits of the implementation of Reflective Teaching in schools, benefits that accrue to administration, faculty, students, and community. (Author)

ED 327 056   FL 019 008

Educational Programs for Students of Limited English Proficiency in New York State, 1987-88.

New York State Education Dept., Albany. Div. of Bilingual Education.

PUB DATE- 89

NOTE- 94p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; Fellowships; Immigrants; *Limited English Speaking; Professional Development; Refugees; Remedial Instruction; Special Education; Staff Development; State Aid; State Legislation; State Surveys; Teacher Education; *Transitional Programs

IDENTIFIERS- *New York

This listing is a comprehensive survey of 1987-88 funded projects for students of limited English proficiency in New York noting district, number of participating pupils, grade level, language or type of program, grant amount awarded, and project director or contact person. Sections present this information on Elementary and Secondary Education Act Title VII transitional bilingual education programs, special alternative instruction programs, developmental bilingual education programs, special populations programs, fellowships, staff training programs, support services centers, New York 1981 Education Consolidation and Improvement Act and Education Law 3602 for pupils with special education needs, state limited English proficiency aid, state bilingual categorical programs, the transition program for refugee children, the emergency immigrant assistance program, and special legislative projects funded under the governor's deficiency budget. (MSE)

ED 327 073 FL 800 290

Davis, Gary A.
Teaching ESOL to Adult Competencies.
PUB DATE- Aug 86
NOTE- 72p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; Adult Literacy; *Adult Students; Andragogy; Classroom Techniques; *Competency Based Education; *English (Second Language); *Instructional Effectiveness; Language Tests; *Literacy; Program Descriptions; Questionnaires; Second Language Instruction; Student Placement

A program incorporating adult language competencies into adult English-as-a-Second-Language (ESL) instruction is described and evaluated. In the program, a control group of upper intermediate students was taught grammatical skills by traditional methods that do not include experience-based competencies appropriate to adult instruction. An experimental group was taught with techniques incorporating adult competencies. It was anticipated that adult students taught with adult competencies would master each skill better than the control group. The project was conducted in adult evening classes; students were primarily native speakers of Spanish and French. Post-test results demonstrated significantly better performance within the experimental group. Recommendations for inclusion of adult competencies in ESL instruction at other levels are offered. Appended materials include questionnaires used for students and teachers, pre- and post-tests with results, and a placement test. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 327 350 RC 017 885

Nelson, Steve
Instructional Time as a Factor in Increasing Student Achievement.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Elementary Secondary Education; Learning; Literature Reviews; School Schedules; *Student Improvement; Teaching Methods; *Time Factors (Learning); Time on Task

Research on the influence of instructional time on student achievement has focused on the concept of academic learning time and its major components--allocated time, engaged time, and level of difficulty. This report reviews three studies that concur that increasing allocated time, in itself, has little influence on student achievement. Walberg notes that time is only one of nine major factors affecting student achievement, and argues for the expansion of "productive time" (allocated plus engaged time) through a classroom emphasis on individual student learning differences and small-group instruction. Dewalt and Rodwell's observations in a rural elementary school and Cotton's review of research findings reinforce the necessity of employing sound teaching methods and classroom techniques in conjunction with increased allocated time. Cotton's recommendations for teachers and administrators are listed. Among 12 other related studies, 1 found a clear positive relationship between allocated time and student achievement; 4 found learning time to be a moderate predictor of school achievement; and 7 suggested that considerable increases in the amount of schooling would be required to produce even modest increases in achievement. A table lists state requirements for minimum school days and hours. (SV)

Cronin, Michael; Grice, George

Oral Communication Across the Curriculum: Designing, Implementing and Assessing a University-Wide Program. SCA Short Course #1. Final Project Report.

PUB DATE- 1 Nov 90
NOTE- 41p.; For a related document, see HE 024 112.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activities; *Communication Skills; Curriculum Development; Educational Improvement; Higher Education; Instructional Materials; *Program Budgeting; Program Descriptions; Program Design; Program Implementation; *Skill Development; Undergraduate Study; Verbal Communication
IDENTIFIERS- *Oral Communication across the Curriculum; *Radford University VA

This report assesses the design, development, and implementation of an oral communication program at Radford University in Virginia created to improve the communication skills of faculty, staff, and students while simultaneously incorporating the program in the undergraduate curriculum throughout the university. The report contains information about program activities for 1989-1990. It is divided into five sections on the following topics: (1) service to students, faculty, and staff; (2) development of instructional materials, equipment, and facilities; (3) budget and expenditures; (4) dissemination activities; (5) and plans for the future. Also included in the report are discussions about the various programs and courses, newsletter development, individual faculty and staff assistance, and individual assistance to students. In addition, the report lists the equipment, programs, and personnel that made it possible for additional services to be developed during 1989-90; and a list of the papers that were presented, or accepted for presentation, at professional conventions. Various program materials such as handout literature, a sponsorship form, and individual program fact sheets are included. Twenty-two references are included. (GLR)

ED 327 104 HE 024 121

Jonas, Peter M.; Popovics, Alexander J.

Students' Perceptions of an Independent College.

PUB DATE- Nov 90

NOTE- 60p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Applicants; College Bound Students; *College Choice; College Freshmen; *Decision Making; Higher Education; High Schools; *Information Sources; *Institutional Characteristics; Private Colleges; *Student Attitudes

IDENTIFIERS- Cardinal Stritch College WI

This study was conducted to determine the different perceptions that potential students have concerning Cardinal Stritch College (Wisconsin) and to determine the usefulness of various sources of information about the college. Students (n=76) accepted as entering freshmen were surveyed in order to determine their perceptions of sources of information and college characteristics. Analysis of responses by sex, distance of college from home, American College Test scores, high school percentile rankings, and intended department of study revealed differences in perceptions according to respondent groupings. Major influences regarding a final decision on college attendance, decision time lines, and identification of competitive colleges are also presented. Among the findings were the following: (1) in rating desirable college characteristics, students gave the highest mean ratings to quality of faculty, student/faculty ratio, career placement opportunities, general reputation, size of college, and variety of courses; and (2) influences on making a final decision included size of college, distance from home, general reputation, student/faculty ratio, career placement opportunities, and financial aid. A comment section lists the written responses of students concerning the admission process. Appendices contain a copy of the survey instrument and details about the response rates. (JDD)

ED 327 120 HE 024 151

Kendall, Jane C., Ed.; And Others
Combining Service and Learning. A Resource Book for Community and Public Service. Volume II.
National Society for Internships and Experiential Education, Raleigh, NC.
PUB DATE- Apr 90
NOTE- 528p.; For volumes 1 and 3, see HE 024 150-152.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adoption (Ideas); College Programs; *Community Services; Course Descriptions; *Experiential Learning; Guidelines; Higher Education; *Learning Strategies; Models; Profiles; Program Descriptions; *Program Development; *Public Service; Resource Materials
IDENTIFIERS- *Service Learning

This publication is the second of three volumes of a resource book intended for anyone who wants to start, strengthen, or support a program or course that combines community or public service with learning. This volume, which is organized in four parts, provides a variety of practical issues and ideas for programs and courses that combine service and learning. Part I contains 29 articles on topics including project ideas for service-learners of all ages, tips on establishing and cultivating school-agency relationships, legal issues and the issue of compensation, youth program models, and practical advice for recruitment. Parts II, III, and IV contain profiles of specific programs and courses that combine service and learning. Specifically, Part II focuses on college and university courses and programs, Part III profiles programs and courses in 29 K-12 schools, and Part IV describes community-based organizations, government programs, and youth-serving agencies. (GLR)

ED 327 136 IR 014 746

Zhelev, G.
Principles and Approaches to the Use of Video-Computer Technologies in the Planning and Management of Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Mar 90
NOTE- 33p.; Paper presented at the International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Graphics; *Computer Software; *Educational Administration; Educational Planning; Educational Technology; Interactive Video; *Management Information Systems; *Mathematical Models; *Research Methodology; Research Utilization; Statistical Analysis; Statistical Data; *Visual Aids

The planning and management of educational systems has been examined widely in the last decades despite the lack of a standard research method and a unified underlying theory. Research based on quantitative analysis yields data that may be processed using the graphic capabilities of computers. The combination of numerical data and computer graphics results in a visual, realistic presentation of scientific results. New computer software must be developed that will facilitate information analysis and visual presentation. Interactive video is an example of a video-computer technology that provides quick access to visual information, computer organization and control over database information, and use of that information. Qualitative information may be represented quantitatively by using a functional statistical model made up of factor and graph models. The information is then in a form that is easily assimilated by educational administrators, teachers, as well as other scientists. (DB)

ED 327 185 IR 053 360

Rockman, Ilene F.
Enhancing the Learning Process: The Online Catalog as an Instructional Tool.
PUB DATE- Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Western Educational Computing Conference (13th, Palo Alto, CA, November 16-17, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Higher Education; *Information Retrieval; *Library Instruction; Library Skills; *Online Catalogs; *Online Searching; Search Strategies; Users (Information)

As libraries automate their collections and mount online public access catalogs (OPACs), they face special challenges in educating patrons to use these electronic systems effectively and efficiently. Because users are less familiar with the concept and arrangement of an OPAC than with a card catalog, less successful searches commonly occur. Uninitiated users tend to rely on the comfortable author, title, and subject approaches, and miss portions of available information. Furthermore, users often become frustrated by high recall/low precision retrieval and their inability to negotiate a successful search query. Since the OPAC is not merely an automated card catalog, librarians must establish an instructional program to help users conceptually understand and use the sophisticated searching features the OPAC offers. As libraries add external databases to their local holdings and offer remote access to the OPAC, they become information centers without walls, and it becomes essential that users have a clear understanding of how to retrieve desired information in a timely manner. (26 references) (Author/SD)

ED 327 200 IR 053 376

Lamb, Donald K.; Roeber, Jane A., Ed.
Readlicious: Carry-Outs Available. 1990 Wisconsin Summer Library Program Manual.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 90
NOTE- 196p.; For the 1988 summer program manual, see ED 297 760.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Childrens Games; Community Involvement; Creative Activities; Food; Guidelines; Handicrafts; *Library Services; Outreach Programs; *Preadolescents; Program Development; *Public Libraries; Puzzles; *Reading Programs; Recreational Activities; Resource Materials; *Summer Programs; *Young Children
IDENTIFIERS- *Wisconsin

"Readlicious: Carry-outs Available" is a theme that can be adapted to a variety of emphases since libraries are filled with materials relating to food in many ways, and library collections feed hungry minds and imaginations in countless fashions. This manual is a smorgasbord of planning ideas contributed by many Wisconsin librarians, and is intended to serve as a basic guide for program preparation. Program manuals from Ohio's 1989 "Hungry for Books?," Vermont's 1988 "Summer Feast," and Oklahoma's 1982 "Jubilicious Jamboree" were also consulted in preparing this manual. An effort was made to present a balanced selection of materials suitable for use in communities of varying sizes and with children or varying ages. The guide is divided into the following sections: (1) "Planning and Promoting Programs"; (2) "Decorating the Library"; (3) "Programs and Activities"; (4) "Giveaways and Games"; (5) "Performing Artists"; and (6) "Resources." The list of resources features 40 books, 26 films, 38 resources for the hearing and visually impaired, 11 associations and businesses, 9 catalogs, and a form for ordering Readlicious materials. (SD)

ED 327 215 IR 053 398

Kersten, Dorothy B.
Subject Headings for Church or Synagogue Libraries. 2nd Revised Edition. CSLA Guide No. 8.
Church and Synagogue Library Association, Portland, OR.
PUB DATE- 90
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Biblical Literature; *Cataloging; *Childrens Literature; Christianity; *Classification; Judaism; Library Technical Processes; *Subject Index Terms
IDENTIFIERS- *Church Libraries; *Synagogue Libraries

This guide to subject headings for church or synagogue libraries begins by providing guidelines for the subject cataloging process. These guidelines are presented under seven headings: (1) Selecting the Subject Heading (by names of persons, religious congregations and orders, sects and denominations, places, holidays, and new subjects); (2) Specific Entry; (3) Subdivisions; (4) Cross References; (5) Subject Entry Cards; (6) Classification Numbers; and (7) Subject Authority File. Practical examples are provided which correspond to each of these headings. The subject heading list, which makes up the major part of the publication, includes classification numbers for each term that would most likely be found in a church or synagogue library. Suggestions for additional headings may be found in both the guidelines and in works listed in the bibliography. A list of some of the subject headings most used in collections of non-fiction children's books is also provided. A 9-item bibliography and a list of other CSLA (Church and Synagogue Library Association) publications are included. (MAB)

ED 327 228 JC 910 041

Duncan, Mary Ellen
Catonsville Community College Plans, 1990-91.
Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- 91
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; *Instructional Improvement; *Organizational Development; *Organizational Objectives; Planning Commissions; *Program Development; Self Evaluation (Groups); Staff Development; Two Year Colleges

The purpose of the planning process at Catonsville Community College (CCC) in Maryland is to improve communication and decision making within the organization, to capitalize on the diverse talents and skills of the faculty and staff, and to use the limited resources of the college in ways that best fulfill the institution's mission. The five major steps in the planning process are: information gathering, identifying trends affecting CCC, setting goals and objectives, relating planning to the budget, and reporting outcomes. This five-part 1990-91 planning report for CCC describes the planning process; reviews the committees and personnel involved in the process; presents the planning agenda; examines 10 trends affecting the college and lists the college's goals for addressing these trends; and describes CCC's objectives for 1990-91 in the areas of administration, affirmative action, continuing education, planning and development, the president's staff, student services, and instruction. For each of these categories, the related trends and goals from the preceding section are identified. Among the college's 1990-91 objectives are the following: (1) develop partnership with business and industry; (2) engage in proactive recruitment of underrepresented groups among the faculty; (3) enlarge the Adult Basic Education program and include low levels of literacy; (4) evaluate the image of the college in the community; (5) design and implement new staff development programs; (6) expand the 2 + 2 program to all public feeder schools; (7) develop self-paced, open-entry/open-exit, competency based programs; and (8) employ team teaching approaches whenever possible. (PAA)

ED 327 254 JC 910 070

1990 Follow-up of Former JCCC Students Currently Enrolled at Four-Year Colleges or Universities: A Transfer Study.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE- Nov 90
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Articulation (Education); •College Transfer Students; Community Colleges; Educational Attainment; Followup Studies; Outcomes of Education; Program Effectiveness; •Student Educational Objectives; Surveys; Two Year Colleges

In 1990, a follow-up study was conducted of former Johnson County Community College (JCCC) students who transferred to four-year colleges and universities during 1989. The study sought to provide information concerning JCCC's role in preparing students for transfer, assess students' perceptions of their educational experiences at JCCC, and gather data on the transfer success of former JCCC students. Questionnaires were mailed to 1,277 JCCC students who had requested copies of their transcripts and verified that they had transferred or who had been identified as transfers by 11 senior institutions. Study findings, based on a 39.3% response rate, included the following: (1) JCCC was the first choice post-secondary institution for 66.1% of the respondents; (2) 92.2% of the respondents had achieved their educational objective at JCCC; (3) 51.2% completed less than 31 credit hours at JCCC, with the average number of credit earned being 33.8; (4) 21.3% earned an associate degree; (5) 80.4% of the respondents indicated that JCCC had definitely or probably helped improve the quality of their life; (6) 87% indicated that they would attend JCCC again, 92.8% would recommend JCCC to friends, and 73.1% would encourage their own children to attend JCCC; (7) approximately two-thirds indicated that their experiences at JCCC had helped to broaden their knowledge of the arts and sciences, expanded their tolerance for people and ideas, improved their oral communication skills, and enhanced their self-confidence; and (8) over 60% felt that their experiences at JCCC had helped them to improve their oral communication skills. The survey instrument is appended. (GFW)

ED 327 268 PS 018 934

Humphrey, Jack W.

Feasibility Study Concerning Mandatory Half-Day Kindergarten and Mandatory and Voluntary Full-Day Kindergarten.

SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- 8 Aug 90
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compulsory Education; Cost Estimates; *Educational Development; Educational Facilities; Feasibility Studies; Fees; *Full Day Half Day Schedules; *Kindergarten; National Surveys; Primary Education; Program Costs; School Districts; State Surveys; Student Transportation
IDENTIFIERS- Indiana; *Mandatory Programs; Program Characteristics; *Voluntary Participation

Based on data from all 50 states, this feasibility study recommends that kindergarten attendance be mandated for children in Indiana starting in 1993. It further recommends that: (1) school corporations be funded for full-day kindergarten on the same basis as other grade levels, with a full day of reimbursement for full-day kindergarten children and a half day of reimbursement for half-day students; (2) corporations that offer full-day kindergarten must offer parents the option of half- or full-day kindergarten; and (3) local property taxes be increased in proportion to the additional state-funded request for full-day students. Information supporting these recommendations is presented in sections that provide: (1) an overview of and rationale for kindergarten programs, including a list of characteristics of high quality kindergarten programs; (2) reasons for offering full-day kindergarten; (3) estimates of district readiness to provide half-day kindergarten on a mandatory basis; (4) estimates of the cost of mandating full-day kindergarten; (5) fiscal impact of and superintendents' views on voluntary full-day kindergarten for which parents pay on a sliding scale; and (6) superintendents' views on, and other states' experiences with, voluntary full-day kindergarten for which parents are not assessed a fee. (RH)

ED 327 268 PS 018 934

ED 327 302 PS 019 288

Anderson, Stephen A.; And Others
Curriculum Process: Yale Public Schools.
Yale Public Schools, MI.
PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Boards of Education; *Committees; *Course Descriptions; *Curriculum Development; *Curriculum Evaluation; Educational Practices; *Educational Principles; Elementary Secondary Education; Guidelines; Policy; School Districts; *Units of Study
IDENTIFIERS- Subject Analysis; Yale Public Schools MI

This document contains collected materials and guidelines developed by the Yale Public Schools in Yale, Michigan, in an effort to standardize the process of writing and reviewing curricula. The document is based on the notions that the written curriculum should also be the taught curriculum, that the taught curriculum should also be the tested curriculum, and that teachers should teach to the test. A brief introduction and statement of philosophy are followed by sections concerning: (1) principles of curriculum articulation; (2) the scope and sequence of concepts; (3) course descriptions; (4) procedures for the approval of course descriptions; (5) contents of unit plans; (6) details of the curriculum review process; (7) criteria for analyzing curricula; and (8) the composition, aims, resources, and procedures of subject area committees. Appendices provide lists of resources, teaching techniques, evaluation procedures, process skills related to learning, and action verbs. Sample forms related to several sections of the document are provided. (RH)

ED 327 335 PS 019 377

Zill, Nicholas; Schoenborn, Charlotte A.
Developmental, Learning, and Emotional Problems: Health of Our Nation's Children, United States, 1988.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
PUB DATE- 16 Nov 90
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Age Differences; *Behavior Problems; *Child Health; *Emotional Problems; Family Structure; Hispanic Americans; Incidence; *Individual Development; Intervention; *Learning Disabilities; National Surveys; Racial Differences; Sex Differences; Special Education; Tables (Data)
IDENTIFIERS- *Developmental Delays

This report presents data from the 1988 National Health Interview Survey of Child Health, which was conducted by the National Center for Health Statistics. The data concern the proportions of young people (n=17,110) 17 years of age and under who were reported by their parents to have had: (1) a delay in development; (2) a learning disability; or (3) an emotional or behavioral problem that lasted 3 months or more or required psychological treatment. The report notes when each of the conditions was first noticed, and whether treatment, counseling, or special educational services were received for it. Survey-based prevalence estimates are compared with estimates based on clinical studies, U.S. Department of Education data on special education services, and previous health survey data on the receipt of psychological help by children and adolescents. Variations in prevalence by age, sex, family income, mother's education, race, Hispanic origin, and family structure are examined. Alternative explanations for observed group differences and changes in the counseling and educational services received for these conditions are discussed. Seven tables supplement the text; citations number 47. (RH)

ED 327 364 RC 017 951

Bates, Virginia, Ed.; And Others
West Virginia High School Handbook.
Ridge and Valley Researchers, Franklin, WV.; West Virginia Education Fund, Charleston.
SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, Pa.
PUB DATE- 90
NOTE- 295p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Facilities; Educational Finance; *Educational Practices; Educational Strategies; High Schools; *School Demography; *School Districts; School Size; *School Statistics; School Surveys; *Secondary Schools
IDENTIFIERS- *West Virginia

Compiled from information gathered through questionnaires and other sources, this handbook documents educational practices conducted in the 55 counties of West Virginia. The data contained in this guide were collected in the spring of 1990. The text is divided into two parts: county profiles and high school descriptions. The high school descriptions, which immediately follow the profile of the county where the schools are located, outline the educational offerings at each high school in every county in the state and include statistics on such educational outcomes as college-going rate, dropout rate, and test scores. The county profiles provide a context for understanding the local educational challenges. Some counties are rural and sparsely populated; some are urban and densely populated. Most are struggling with high unemployment and declining enrollment, although some counties are coping with rapid growth and enrollment increases. The following educational trends are noted in the guide's preface: (1) significant inequities exist in the finance of county education systems, and these inequities appear closely related to disparities in county educational outcomes; (2) the level of education in the West Virginia general population is among the lowest in the nation and the schools are marked by high dropout rates and low college attendance rates; (3) attempts to accommodate the state's geography and increasingly sparse population include strategies such as distance learning via satellite, teacher sharing among schools, and cooperative arrangements with nearby colleges; (4) despite the significance of socioeconomic influences on schooling, no reliable methods exist for determining the number of low-income students in a school; and (5) there are no solid data on the kind of curriculum students actually complete. A list of sources for the data contained in this guide, as well as several data tables and maps are included in the book. (ALL)

ED 327 397 SE 051 844

Suggestions for Teaching Mathematics Using Laboratory Approaches. Grades 1-6. 1. Number & Numeration.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 89
NOTE- 32p.; Reprinted 1989. For another manual in this series, see SE 051 845.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Arithmetic; Cognitive Development; Concept Formation; Disabilities; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Geometry; Graphs; Kindergarten; *Learning Activities; Manipulative Materials; Mathematical Concepts; Mathematics Education; *Mathematics Skills; Number Concepts; *Numbers; Preschool Education; *Problem Solving; Spatial Ability; Teaching Guides; *Teaching Methods

This guide describes 47 number and numeration learning activities that can be used with elementary school students. These activities have been developed using the mathematics laboratory approach. This publication is designed to serve as a stimulant to encourage teachers to open their minds and employ their imagination in developing further activities. Each activity includes the purpose, suggested grade level, needed materials, and recommended procedure. Concepts include counting, number recognition, pattern discovery, spatial relationships, arithmetic, grouping, measurement, estimation, graphing, classification, place value, commutative and associative properties, inequalities, vocabulary, geometric shapes, color discrimination, weight, practical application, fractions, time measure, and research. Appended are a categorical listing of selective manipulative materials for math lab use and a discussion of students with handicapping conditions. (KR)

ED 327 412 SE 051 859

Truex, Ronald T.
Township of Ocean School District Contemporary Science. Program Description, September 1989.
Ocean Township Board of Education, Oakhurst, N.J.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- 87
NOTE- 25p.; For teacher manual, see SE 051 858; for student enrichment materials, see SE 051 860.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Astronomy; *Course Content; Elective Courses; Energy Education; English Instruction; Health Education; Industrial Arts; *Interdisciplinary Approach; Mathematics Education; Meteorology; Physics; Pollution; Program Descriptions; *Program Evaluation; Science and Society; Science Education; *Scientific Literacy; Secondary Education; *Secondary School Science; Social Studies; Space Exploration; Technology

This report describes a program that was designed to provide non-academic disaffected students as well as college-bound high school students with a meaningful and positive educational experience in science in order to bridge the gap between science and the citizen in a technological world. The program, designed as a full year elective course, involves the students in activities and projects that reflect concerns regarding current issues in science. The major unit of study in this course are matter and energy; meteorology; astronomy; atomic energy; space exploration; population growth; alternate energy sources; health hazards of drugs and smoking; and air, water, and noise pollution. Because of the interdisciplinary theme of the course of study, this program is designed to improve the entire school program by incorporating concepts and skills from other academic areas. These areas include social studies, math, industrial arts, and English. Included are the following: (1) an overview of the program; (2) a literature review; (3) program description; (4) sample activities; and (5) the design and results of the program evaluation. (KR)

ED 327 153 IR 014 777

Milet, Lynn K.; Harvey, Francis A.

An Exploration and Analysis of the Relationships among Object Oriented Programming, Hypermedia, and Hypertalk.

PUB DATE- Nov 89

NOTE- 6p.; Paper presented at the International Meeting of the Association for the Development of Computer-Based Instructional Systems (31st, Washington, DC, November 12-16, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Computer System Design; *Hypermedia; *Information Retrieval; Information Systems; Interaction; *Man Machine Systems; Programing; Users (Information)

IDENTIFIERS- *Object Oriented Programing Systems

Hypermedia and object oriented programming systems (OOPs) represent examples of "open" computer environments that allow the user access to parts of the code or operating system. Both systems share fundamental intellectual concepts (objects, messages, methods, classes, and inheritance), so that an understanding of hypermedia can help in the understanding of OOPs and vice versa. The degree to which the concepts are intellectually and operationally parallel, however, differs markedly for particular hypermedia applications. Other comparisons reveal that both systems are designed to emulate the way humans store and retrieve data, and both allow a non-linear method of searching for information. Hypermedia and OOPs appear to be the likely tools for the development of interactive user interfaces to other developed programs. They are both systems that force the programmer to look at knowledge from the learner's perspective and needs. (DB)

ED 327 319 PS 019 335

Alphabet Soup. Children's Services: Glossary of Terms.
California Child Development Programs Advisory Committee,
Sacramento.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Abbreviations; *Child Welfare; Federal Legislation; Glossaries; Organizations (Groups); State Legislation; State Programs; Welfare Agencies; *Welfare Services
IDENTIFIERS- *California

This document provides a glossary of terms related to children's services in California. The lists include such terms as alternative payment, Child Health and Disability Prevention (CHDP) Program, Greater Avenues for Independence (GAIN) Program, income disregard, migrant child care, School Age Parenting and Infant Development (SAPID) Program, school site council, state master plan, California Child Development Administrators' Association (CCDAA), California School-Age Consortium (CSAC), Care for the Children, Children Now, Family Day Care Association, and Professional Association for Childhood Education (PACE). (RH)

ED 327 380 SE 051 825

Lowe, Marcia D.

Alternatives to the Automobile: Transport for Livable Cities. Worldwatch Paper 98.

Worldwatch Inst., Washington, D.C.

PUB DATE- Oct 90

NOTE- 54p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Alternative Energy Sources; Conservation (Environment); *Depleted Resources; Energy Conservation; *Environmental Education; Fuels; Motor Vehicles; Natural Resources; *Pollution; Science Education; *Traffic Control; *Transportation

The numerous and widespread problems associated with the automobile are discussed. Traffic congestion, air pollution, and oil dependence are some of the reasons why the use of alternative fuels is necessary. A proposal is made for a new transport environment where walking, bicycling, and public transportation are used to complement the use of the automobile. Gradual restructuring of cities and suburbs to make alternatives viable and to lessen the need for driving is also discussed. Chapters include: (1) "From Servant to Master"; (2) "Getting on Track"; (3) "Cities for People"; (4) "The Road Not Taken"; and (5) "A Policy Overhaul." (KR)

ED 327 429 SO 021 053

Parker, Franklin
Education Reform in England and Wales.
PUB DATE- 91
NOTE- 85p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Developed Nations; *Educational History; *Educational Planning; *Educational Policy; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Politics of Education
IDENTIFIERS- *England; *Wales

This study provides a comprehensive history of state education in England and Wales and asks why state education was delayed longer in these two countries than in other developed nations. Section 1 provides a history of early church and private schools and traces Britain's educational development up to the reforms of 1988. From the year 600 to 1988 the varied and complex school systems show that England and Wales educated their elites but delayed extending higher education to the working class until the 1960s and 1970s. Then the countries attempted to equalize educational opportunities largely through comprehensive schools. Section 2 explains school structure, organization, administration, and changes under the Education Reform Act of 1988 (ERA) and offers insight into education policy changes that show a change of direction from a child-centered, progressive, teacher-guided system to the conservative, differentiated, central government-directed, industry-serving school system of today. Section 3 provides a glossary of abbreviations, acronyms, and commonly used terms in education in England and Wales. (NL)

Lee County Justice Center A Field Trip : A Cooperative Program.
Lee County School District, Ft. Myers, FL. Dept. of Environmental Education and Instructional Development Services.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Environment Education.
PUB DATE- 89
NOTE- 19p.; With the cooperation of Lee County Sheriff's Department and School Resource Officer Program.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Involvement; *Correctional Institutions; Elementary Secondary Education; *Experiential Learning; Field Trips; Instructional Materials; Law Related Education; Learning Activities; Social Studies; Teaching Methods
IDENTIFIERS- Lee County School District FL

Designed for students visiting the Lee County (Florida) Justice Center, this document contains activities to help students learn about their community by experiencing it for themselves. Prior to visiting the Justice Center, students are divided into four groups, each of which is assigned the task of gathering information on different aspects of the Justice Center. Data sheets for each of the groups (Physical Environment, Procedures and Processes, Sociology, and Technology/Careers) are included. A self-inventory on jails and prisons also is included. This publication provides teachers with ideas for developing study units that can be used in exploring their own communities. (DB)

ED 327 463 SO 030 430

Scott, John W., Ed.; Laurence I., Ed.
Folksong in the Classroom: Volume X. Fall 1989-Spring 1990.
PUB DATE- 90
NOTE- 86p.; For related documents, see ED 310 031, ED 308 107, and ED 273 504-508.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cultural Education; Elementary Secondary Education; *Folk Culture; Humanistic Education; Learning Activities; Music Activities; *Music Education; *Songs; Teaching Methods
IDENTIFIERS- *Folk Music

Volume 10 of "Folksong in the Classroom," the newsletter of a network of teachers of history, literature, music, and the humanities, is presented. Issue 1 from Fall 1989 is devoted to "How to Get Your Students Singing." Issue 2 from Winter 1990 features "People with Special Needs--Especially the Need for Song." Issue 3 from Spring 1990 features "Troubled Children and Bad People Ballads." For each of these topics the lyrics and music to a number of songs are presented as well as suggested methods for their use in the classroom. Issues of this newsletter also include readers' correspondence, book and videotape reviews, supplementary materials, and an index of back issues. (DB)

ED 327 482 SP 032 678

Fisher, Millard J.

Problems, Trends, and Dilemmas--What the Future Will Demand and Its Implications for Ethics, Decision-Making, and Responsibility for Sports Participation.

PUB DATE- Mar 90

NOTE- 10p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Athletics; Change Agents; Curriculum Development; Decision Making; Educational Trends; Elementary Secondary Education; Ethics; *Futures (of Society); Higher Education; Humanistic Education; Self Actualization; *Social Problems; *Trend Analysis; Values

This paper discusses some predictive problems, trends, and dilemmas regarding education for the 21st century, and asks what the future will demand of humankind. Such topics as the information explosion, the increasingly important learning needs in a changing world, and technology versus humanity are examined. Discussion focuses on the implications for ethics, decision making, and responsibility for sports participation in relation to the aforementioned predicted problems and trends. Such topics as the underlying motivational dimensions of sport, play as a need for competence, the importance of self-concept, psychological hedonism, the need for achievement, aggression and violence in sport, and responisibility and sport--focusing on the "larger picture"--are discussed. (JD)

ED 327 057 FL 019 009

Pappas, Christine C.
Young Children's Discourse Strategies in Using the Story and Information Book Genres: An Analysis of Kindergartners' Understandings of Co-Referentiality and Co-Classification.
SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- Apr 90
NOTE- 43p.; Based on a paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Classification; Comparative Analysis; Discourse Analysis; Early Childhood Education; Kindergarten; Language Research; Literacy; Literary Genres; *Nonfiction; *Reading Comprehension; *Reading Strategies; *Story Reading; *Young Children
IDENTIFIERS- Emergent Literacy; *Referents (Linguistics)

This study investigated young children's development of understanding of two written genre registers, story and information books, by analyzing 5-year-olds' repeated pretend readings of a typical text of each genre. Ten female and 10 male kindergarten students were read 3 books in each genre during their kindergarten year. At each child's reading session, both a storybook and an information book were read and the child was invited to "pretend read" each book after it was read. All sessions were audiotaped. Results indicate the children were successful in re-enacting both genres and were very sensitive to the co-referentiality versus co-classification features of the two books. The ability to sustain the distinctive textual feature of the respective genre in their readings appears to be the same for each child. Book preference appeared to be unrelated, because most children preferred the information book. It is suggested that the preference for stories comes from pedagogy in early literacy, where story reading is emphasized, based on an unexamined ideology about young children's capacities in learning to use non-story language. Such pedagogy is seen as a possible barrier to children's full access to literacy. Transcripts of the children's "readings" are appended. (MSE)

Denton, David R.
Caring for an Aging Society: Issues and Strategies for Gerontology Education.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 90
NOTE- 62p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Research/Technical (143)
DESCRIPTORS- Aging (Individuals); *Educational Needs; *Geriatrics; *Gerontology; Health Facilities; Health Personnel; Health Programs; *Health Services; Higher Education; Human Resources; Labor Force Development; *Medical Services; *Professional Education; Statistics

The monograph addresses the need in the United States for greater numbers of gerontology programs and education in the health care of, and human services for, an aging society. Statistical information is provided concerning the aging of America within the U.S. and the 15 Southern Regional Education Board (SREB) states as well as the aging of minority populations. Examined first is the impact on health and human services of an aging population. Next, the education and training of the human resources needed by the elderly is discussed, including the development of geriatric training centers, the future outlooks for gerontology education, the role of the specialist, new educational settings (for example, teaching hospital, nursing home, an ever-expanding array of community-based settings), and the need for the continuing education of health professionals in geriatrics. Recommendations are provided concerning state curriculums, programs, and supportive measures in developing improvements in geriatric care and professional training. Appendices provide tables showing projected changes in the population aged 65 and over in the SREB states, 1980-2010, and list the educational programs in gerontology offered by institutions of higher education in the SREB states, geriatric education centers in SREB states that are funded by the U.S. Departments of Health and Human Services and Veteran's Affairs, and graduate medical education programs in geriatrics that are located in SREB states. (GLR)

competition in gaining or avoiding these relationships. (DB)

ED 327 170 IR 014 795

Hongcharu, Boonchai

International Cooperation for a Single World Production Standard of High Definition Television.

PUB DATE- Jun 90

NOTE- 20p.; Paper presented at the Annual Meeting of the International Communication Association (Dublin, Ireland, June 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Electronics Industry; •Equipment Standards; Foreign Countries; •International Cooperation; International Relations; •Research and Development; Technological Advancement; Television

IDENTIFIERS- Europe (West); •High Definition Television; Japan; United States

Broadcasters, television engineers and the production industry have encountered many problems with diverse television standards since the introduction of color television. With the advent of high definition television (HDTV), the chance to have a common production standard for international exchange of programs and technical information has returned once again. However, this seems to be impossible with HDTV developers in Japan, Europe, and the United States supporting different production standards. International cooperation would be a means of reaching a single world production standard for HDTV. Such cooperation would reduce the high costs of reinventing the systems and would unite many-sided experts and resources to search for the best standard. The payoff of this cooperation would benefit all parties as they could share a larger market and eliminate the costs of converting from one system to another. Licensing agreements, worldwide investment, research and development, and the formation of consortia are examples of cooperative activities that would lead to this end. (16 references) (DB)

ED 327 241 JC 910 054

Evans, John W.

Projecting Enrollments for Delta College: Explosive Population Growth Will Enlarge and Diversify Delta's Student Body. Research Report.

San Joaquin Delta Community Coll. District, Stockton, CA. Office of Institutional Research and Planning.

PUB DATE- 18 Jul 90

NOTE- 26p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Community Colleges; Comparative Analysis; Educational Planning; *Enrollment Projections; Enrollment Trends; *Ethnic Groups; Futures (of Society); *Minority Groups; *Population Trends; *School Demography; School Statistics; Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students; White Students

IDENTIFIERS- *California

In 1990, a study was conducted at California's San Joaquin Delta Community College (SJDCC) to examine student enrollment trends and to analyze alternative population projections. The purpose of the study was to prepare SJDCC for the fiscal, managerial, and educational challenges which the growing, ethnically diverse population would bring. Enrollment and population predictions suggested a greatly expanded local population, large increases in the number and ethnic composition of students, with minorities becoming the majority shortly after the turn of the century. Study findings included in the following: (1) the Department of Finance has predicted a county population increase of 46% by the year 2005, while the Center for Continuing Study of the California Economy has predicted a 71% increase; (2) by 2005, the ethnic minorities in the state were predicted to outnumber the White population; (3) fall enrollments at SJDCC are expected to rise to 32,781 students by 2005, up from 27,270 in 1988; (4) one in every 20 people in the San Joaquin County college-age population and one in every three recent high school graduates were registered at SJDCC in fall 1989; (5) for most age and ethnic groups, women had higher enrollment rates than men, with the exception being among Asian students; (6) in relation to their proportion of the total college-age population, Whites and Blacks enrolled at slightly lower rates, while Hispanic enrollments were well below average, and Asians enrolled at twice the average rate; and (7) Black and Hispanic males had the lowest enrollment rates in the 19-and-under age group in fall 1989. (JMC)

qualifications in the early childhood field in Delaware. (RH)

ED 327 285 PS 019 236

Jenkins, Martin D.

The National Coalition for Campus Child Care: A Study in Strategic Success.

Organizational Resources Group, Worthington, OH.

PUB DATE- Sep 90

NOTE- 8p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Campuses; *Colleges; *Day Care; Early Childhood Education; Financial Support; Higher Education; Leadership; *Nonprofit Organizations; *Organizational Effectiveness; Program Descriptions; Shared Resources and Services

IDENTIFIERS- National Coalition for Campus Child Care Inc; Organizational Excellence; Organizational History; Professional Role; *Strategic Planning

This paper follows the course of the National Coalition for Campus Child Care through its 20-year history. During this period, the organization has pursued its belief that child care should be provided as an integral part of higher education in America. The crises which the organization has overcome are typical of those frequently encountered by new organizations, whether they are campus child care centers or national constituent groups. This history of the National Coalition offers lessons to those who would analyze this organization as a model of some of the phases through which start-up organizations must pass on their way to institutionalization and success. The history also discusses plans of the Coalition's board to ensure the success of the Coalition and move the mature organization to an even closer connection with its constituents and their interests. (BB)

ED 327 351 RC 017 894

Herzberg, Nancy; And Others

Perspectives on Economic Development in Indian Country. A Report of the National Symposium on Native American Enterprise Zone Development (Washington, D.C., April 22-24, 1990).

Passamaquoddy Tribe - Pleasant Point Reservation, Perry, ME. Office of Training and Development.

SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS), Washington, DC.

PUB DATE- Apr 90

NOTE- 42p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- American Indian Reservations; *American Indians; *Business; *Economic Development; Entrepreneurship; *Federal Indian Relationship; Financial Support; Public Policy; *Tribes

IDENTIFIERS- Development Capital; *Enterprise Zone

In the past decade, tribal economic independence has come to be viewed as central to tribal survival as well as to self-determination and self-sufficiency. The Native American Enterprise Zone Symposium provided an opportunity for economic development practitioners and experts to share experiences and develop recommendations for reshaping federal policy affecting Native American economic development. Participants included federal policymakers, development experts from the private and public sectors, and 18 tribes pursuing enterprise zone projects. Panel presentations and discussions focused on: (1) the enterprise zone as a tribal planning tool; (2) capitalizing on inherent tribal advantages; (3) determining tribal social goals first, followed by economic goals and culturally appropriate development strategies; (4) considering cultural and environmental tradeoffs involved in particular development strategies; (5) searching aggressively and selectively for economic development projects; (6) operating on sound business principles; (7) determining whether enterprises are more appropriately owned and operated by tribal governments or individual tribal members; (8) obtaining private investment capital; (9) developing viable, local financial institutions and intermediaries; and (10) influencing federal policy concerning capital formation, human resource issues, longer funding periods for development projects, strategies for comprehensive long-range planning, more effective inter-agency coordination, and greater openness to innovative concepts. Appendices provide information on the symposium agenda and participants. (SV)

ED 327 089 HE 024 106

Project Copernicus: Cooperation Programme in Europe on Nature and Industry through Coordinated University Study. Round Table. Unesco-Standing Conference of Rectors, Presidents, and Vice Chancellors of the European Universities (CRE) (Catania, Sicily, April 5-8, 1989). Number 32. Papers on Higher Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 89
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Conference Proceedings; *Cooperative Planning; Cooperative Programs; Environment; Foreign Countries; Higher Education; Institutional Cooperation; Meetings; *Needs Assessment
IDENTIFIERS- Europe; *Project COPERNICUS

This Project COPERNICUS (Cooperation Programme in Europe for Research on Nature and Industry through Coordinated University Studies) Round Table report considers efforts to identify priorities and objectives of the new alliance between the higher education community, industry, and international organizations in addressing today's environmental issues. The report provides the working documents from the Round Table, a summary of the proceedings, conclusions and recommendations from the discussions, the Round Table agenda, a list of the participants, and a selected bibliography of 87 items. Working documents include: "The Role of the Universities in Building Tomorrow's Europe" (Richard Perusse--in English and French); and "A Discussion Guide on Environmental Education and Training" (United Nations Educational, Scientific, and Cultural Organization). A summary of the introductory paper by Grzegorz Bialkowski is also provided. (GLR)

ED 327 105 HE 024 122

Pope, Loren
Looking beyond the Ivy League: Finding the College That's Right for You.
PUB DATE- 90
NOTE- 270p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- College Admission; College Applicants; College Bound Students; *College Choice; *Decision Making; Higher Education; High Schools; Individual Development; Prestige; Private Colleges; *Role of Education; Student Financial Aid

This book seeks to help students and parents identify the real virtues of mental and moral growth in a college education, so they can make a satisfactory college selection not based on prestige and size. The book's first chapter, "Twenty Myths That Can Jinx Your College Choice," presents myths about college prestige, geographic location, size, emphasis on admissions test scores, and others. A chapter called "A Few Favorites and Two Hundred Worth Going To" recommends 200 private colleges and universities, and also suggests colleges for "pure intellectuals," "late bloomers," "self-starters," and other categories of students. Other chapter titles include: "College, A Buyer's Market," "What Are You Going for, Really?" "Should Parents Let Him/Her Tak a Year Off?" "What the Good Colleges Experience Should Be," "Select; Don't Settle," "Sample and Test the Merchandise," "Some Proof of the Pudding," "The Ground Rules Have Changed on What College Can Do," "While You're Still in High School," "Judging Yourself as an Applicant," "A Good Application = Open Sesame," "The Interview? Relax!" "If You've Made a Mistake, You Can Save Yourself," "How To Judge a Private Counselor," and "Some Truths about Financial Aid." (JDD)

ED 327 121 HE 024 152

Luce, Janet, Ed.; And Others
Combining Service and Learning. A Resource Book for Community and Public Service. Volume III. Service-Learning: An Annotated Bibliography.
National Society for Internships and Experiential Education, Raleigh, NC.
PUB DATE- May 90
NOTE- 79p.; For volumes 1 and 2, see HE 024 150-151.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Community Services; *Experiential Learning; Guidelines; Higher Education; Literature; *Program Development; Program Evaluation; Program Implementation; *Public Service; Resource Materials; Secondary Education; Theories; Volunteers
IDENTIFIERS- *Service Learning

This annotated bibliography of 245 items published from 1970 through 1987 is intended to guide newcomers toward and remind service-learning veterans of key literature in the field. Sections of the bibliography include definitions and history, rationales, service-learning in higher education and in secondary education, theoretical and philosophical roots, experiential education, higher education for social responsibility, volunteerism and national service, research, program development/implementation/evaluation, program examples from postsecondary and secondary education, and other print and organizational resources. The annotations are divided into six chapters: (1) What is Service-Learning? (2) Learning from Service: Major Perspectives; (3) Volunteerism and National Service; (4) Research; (5) Implications for Practice; and (6) Resources/Organizations. An author index is included. (GLR)

ED 327 137 IR 014 749

Watt, Molly L.; Watt, Daniel H.

Teachers as Collaborative Researchers: Professional Development through Assessing Logo Learning.

Education Development Center, Inc., Newton, MA. Center for Learning Technology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 88
NOTE- 24p.; Paper presented at the National Educational Computing Conference (Dallas, TX, June 15-17, 1988). Three appended figures have small, broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Observation Techniques; Educational Strategies; Elementary Secondary Education; *Professional Development; Student Evaluation; *Teacher Workshops
IDENTIFIERS- *LOGO Programing Language

This paper describes a series of collaborative research seminars designed to allow classroom teachers to observe and assess critical aspects of Logo learning in their own classrooms. Based on structured interviews with participating teachers, the workshops are designed to support classroom teachers in observing their own students, collecting data about their work, and assessing their learning of Logo. Printouts of student Logo programs and a critical aspects checklist provide data for group discussion. The case study approach is used to help teachers in presenting data and research questions about a student's work. It is noted that an important outcome of the research seminars involves documenting the professional development of participating teachers. Personal experiences of one participant are included, as are samples of students' Logo work, a student data template, and the critical aspects checklist. (21 references) (DB)

ED 327 186 IR 053 361

Evaluation Strategy. Paper Preservation Systems.
FMC Corp., Gastonia, NC. Lithium Div.
PUB DATE- 12 Feb 90
NOTE- 97p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143)
DESCRIPTORS- Archives; *Chemical Reactions; *Evaluation Criteria; *Evaluation Methods; Information Storage; *Library Materials; Methods Research; Models; *Paper (Material); Physical Environment; *Preservation; Program Descriptions
IDENTIFIERS- *Deacidification

After a decade of slow but steady progress, the pace of development of technologies to deacidify and strengthen deteriorating books and documents has quickened significantly. These developments accentuate the need for the conservation community to scientifically evaluate the technical merits of potential processes. This draft evaluation strategy with accompanying protocols was prepared to help facilitate the development of meaningful criteria. The proposed model suggests that evaluations of any positive enhancements to the useful life of the paper be made first. These enhancements should be first, chemical in nature--i.e., measuring the extent of deacidification and buffering that the system provides. Second, the physical effects on paper properties and strengthening effects should be evaluated; these should be measured before and after accelerated aging of the test papers and their comparison with treated paper. Next, the physical strength of the aged treated and untreated materials should be compared to determine the extent of strengthening. These evaluations should be based on the chemical and physical requirements of the process as well as empirical evaluations of a range of treatable materials. If positive enhancement is found and no significant detrimental effects are seen, it is suggested that a review of safety and toxicology issues be made. In addition to detailed information on chemical and physical effects, this document includes materials on criteria for mass preservation, standard test materials, positive enhancement, accelerated aging, physical effects post accelerated aging, and non-detrimental effects. (SD)

ED 327 216 IR 053 435

Hubbard, Susan
Information Skills for an Information Society: A Review of Research. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 4p.; This digest is based on a study, "Information Skills for an Information Society. A Review of Research," by Carol Collier Kuhlthau, which is in the ERIC database as ED 297 740.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Course Integrated Library Instruction; *Curriculum Development; Elementary Secondary Education; Higher Education; *Information Technology; *Learning Resources Centers; *Library Skills; Media Specialists; *Research Skills; School Libraries; Users (Information)
IDENTIFIERS- ERIC Digests

Living in an "information society" implies dealing with a barrage of information on a daily basis, with success and survival dependent on the ability to locate, analyze, and use information skillfully and appropriately. Information literacy, which has been defined as the ability to effectively access and evaluate information for a specific need, requires certain integral skills, including the ability to evaluate information or to plan a search strategy. As a result of the introduction of computerized circulation systems, collection databases, online database services, and computer-assisted instruction, library media centers have developed into school information centers. Through the cooperation of teachers and administrators, library media specialists are able to integrate information skills into the curriculum, and to evaluate information about the curriculum. It can be seen that information literacy efforts are well underway. Several states in the United States have integrated library instruction into their curriculums, and the American Federation of Information Processing Societies (AFIPS) has prepared a detailed curriculum to teach information skills to secondary school students. Educators today realize that information literacy can only benefit society--and information illiteracy can cause real harm to individuals and to society. (MAB)

Childhood Education (PACE). (RH)

ED 327 320 PS 019 337

Schweinhart, Lawrence J.
A School Administrator's Guide to Early Childhood Programs.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
PUB DATE- 88
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Role; *Early Childhood Education; *Educational Quality; Elementary Education; Guidelines; Principals; *Program Implementation; *Public Schools

This guide presents information elementary school administrators need to develop and maintain good early childhood education programs for 4- and 5-year-olds. It also presents the curriculum principles that are relevant to both early childhood programs and the elementary grades. The guide will help principals and administrators recognize good early childhood education, explain the rationale for early education to parents and others, provide appropriate administrative support and evaluation for early childhood programs, and integrate new ideas about early childhood education into their present views. Three key questions are considered: (1) What constitutes a good early childhood program? (2) What is the elementary school principal's role in relation to early childhood education programs? (3) What are the critical choices in implementing a good early childhood program? Sections focus on the rationale for good early childhood education, the hallmarks of quality in early childhood education, and the way early childhood education fits into a public school setting. Appendices provide information on the High/Scope Perry Preschool Study, a list of national information sources on early childhood programs, and a list of related High/Scope publications and services. Fifty-two references are included. (RH)

ED 327 336 PS 019 378

Feig, Laura

Drug Exposed Infants and Children: Service Needs and Policy Questions.

Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.

PUB DATE- Aug 90

NOTE- 41p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Childhood Needs; *Children; Child Welfare; Community Programs; Developmental Programs; *Drug Rehabilitation; Epidemiology; Family Environment; Family Problems; Federal Programs; Foster Care; Incidence; Individual Development; *Infants; Medical Services; *Policy Formation; Prevention; Profiles; Research Needs; State Legislation; State Programs; *Welfare Services

IDENTIFIERS- *Drug Exposed Children; Health Status

This paper brings together information on the conditions and needs of children who have been exposed to drugs, federal programs that affect the well-being of these children, and policy questions that need resolution. Discussion concerns: (1) characteristics of infants who have been exposed to drugs and their families, including prevalence and epidemiology, medical and developmental outcomes, and home environment; (2) the impact of this population on medical and foster care, child welfare, and developmental and educational service systems; (3) service needs of these children, such as preventive, pre- and perinatal, and family and child development services; (4) efforts to help children who have been exposed to drugs and their families. Included are descriptions of programs at the federal, state, and local levels; legal responses to the problem; and data and research needs. A table lists federal efforts affecting children who have been exposed to drugs. The paper concludes with a discussion of policy questions concerning efforts to satisfy the needs of children who have been exposed to drugs and their families. These questions concern limited availablity and effectiveness of drug treatment, diagnosis and reporting of exposure to drugs, and ways to provide care for children who have been exposed to drugs and to protect them. Appendix A provides profiles of federal programs affecting these children. Appendix B lists Congressional hearings on maternal drug abuse. (RH)

Shipley, Dale
Computer Education for Teachers of Young Children: A Developmentally Based Training Module.
PUB DATE- 90
NOTE- 166p.; Ed.D. Practicum, Nova University. Contains some light type which may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; *Computer Software Evaluation; *Computer Uses in Education; Concept Formation; Elementary Education; Higher Education; Perceptual Development; Piagetian Theory; Preservice Teacher Education; Problem Solving; Programing; Skill Development; *Teacher Education

This practicum was designed to solve a problem related to the provision of a computer training component for students enrolled in an early childhood education teacher training program. Increasing pressures on graduates of the training program to integrate computers and educational software into programs for young children as well as the students' interest in developing computer skills specifically related to early childhood education made it necessary to design a computer training module which could be integrated into existing classroom hours in a tightly scheduled training program. Previous experience, skill levels, and goals with respect to computer training were surveyed. A module of computer training was designed by means of which much of the content would be addressed through independent study, assignments, and projects. A computer laboratory component was included to facilitate hands-on experience and the evaluation of educational software. The focus of the module was on the selection and integration of developmentally appropriate software into the regular curriculum for young children, in order to promote children's progress in the affective, cognitive, and physical domains. Included are the introduction, study of the problem, anticipated outcomes, evaluation instruments, solution strategy, results, conclusions, and recommendations. Appended are a copy of the survey, a list of professional development courses on computer literacy, the course outline, a computer literacy game, a computer field report assignment, a computer module outline, a computer literacy handout, a curriculum chart outline, an example of a student's diagram outlining classroom arrangement of learning centers, software evaluation forms, a module test, a module evaluation form, and an inventory of software for the early childhood education computer education module. (Author/KR)

ED 327 413 SE 051 860

Truex, Ronald T.
Township of Ocean School District Contemporary Science. Student Enrichment Materials.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
SPONS. AGENCY- New Jersey Governor's Teacher Grant Program, Trenton.
PUB DATE- Sep 88
NOTE- 330p.; For teacher manual, see SE 051 858; for student program description, see SE 051 859. Contains filled, light, and broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Astronomy; Energy Education; English Instruction; *Enrichment Activities; Health Education; Industrial Arts; *Interdisciplinary Approach; Laboratory Procedures; Mathematics Education; Meteorology; Physics; Pollution; *Science Activities; Science and Society; Science Education; Scientific Literacy; Secondary Education; *Secondary School Science; Social Studies; Space Exploration; *Teaching Methods; Technology

Contemporary Science is a program designed to provide non-academic disaffected students as well as college-bound high school students with a meaningful and positive educational experience in science in order to bridge the gap between science and the citizen in a technological world. The program, designed as a full year elective course, involves the students in activities and projects that reflect concerns regarding current issues in science. The major units of study in this course are matter and energy; meteorology; astronomy; atomic energy; space exploration; population growth; alternate energy sources; health hazards of drugs and smoking; and air, water, and noise pollution. Because of the interdisciplinary theme of the course of study, this program is designed to improve the entire school program by incorporating concepts and skills from other academic areas. These areas include social studies, math, industrial arts, and English. This booklet provides activities that accompany this program. Designed to support the teacher's effort in program implementation, these materials can be used with each unit of study or as supplementary activities. Reproduction masters for transparencies and/or handouts are included. Each activity includes background information, title, purpose, objectives, materials, and detailed procedures. Activity topics include an introduction to contemporary science; the population; intoxicants of man; nuclear energy; astronomy; space exploration; human behavior; air, water, and noise pollution; energy resources; and meteorology. (KR)

ED 327 430 SO 021 156

Appleton, Simon; And Others
Gender, Education, and Employment in Cote d'Ivoire. Social Dimensions of Adjustment in Sub-Saharan Africa. Working Paper No. 8. Policy Analysis.
World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 77p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Developing Nations; Economic Development; Educational Research; *Education Work Relationship; Elementary Secondary Education; Employment Level; *Equal Education; *Equal Opportunities (Jobs); Foreign Countries; Income; Labor Market; Research Reports; Social Science Research; *Statistical Analysis; Tables (Data); Training
IDENTIFIERS- *Africa (Sub Sahara); *Ivory Coast

Recent survey data from Cote d'Ivoire (Ivory Coast) is used to investigate gender differences in education and labor market participation. Previous researchers believed that women in Cote d'Ivoire were less likely than men to work for wages because of child-related obligations and low wage rates. This report contradicts this commonly held view by finding that women's limited participation is attributed, at least in part, to their having less education. A model based on the simultaneous determination of wages and choice of participation in the labor market is presented and is claimed to be more accurate than the common practice of treating these variables separately. The study also focuses on the differences between males and females in access to schooling. Numerous figures and tables of statistical data appear throughout the report. (DB)

ED 327 483 SP 032 718

Hillkirk, Keith; Nolan, James F.
The Evolution of a Reflective Coaching Program: School-University Collaboration for Professional Development.
PUB DATE- 6 Jul 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Change Strategies; *College School Cooperation; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Peer Teaching; Professional Development; *Program Development; *Program Effectiveness; Program Evaluation; School Districts
IDENTIFIERS- *Reflective Teaching

A reflective coaching program was implemented to improve the professional work culture of a school district with morale problems because of labor disputes and strikes. An underlying principle of the program emphasized the role of teachers as the key instructional decision-makers for the classroom. The guiding principle for the teacher-coach relationship was reflective self-analysis whereby coach and teacher engaged in ongoing dialogue about the interpretations and implications of classroom data. The coach's role was supportive, fostering the teacher's self-analysis and reflection in an objective and nonjudgmental manner. Ten content workshops addressed a variety of teaching models and research-based knowledge about teaching and learning. The reflective coaching workshops were utilized to provide knowledge and practice in not only data collection but also in active listening, non-judgmental ways of discussing observation data, and pre- and post-conference skills. Ten doctoral students, all experienced classroom teachers, served as peer coaches during the program's first year. Evaluation of the first year was based upon participant self-reports as well as classroom data collected by peer coaches. Outcomes are described in relation to five areas: (1) changes in thinking about teaching; (2) changes in teaching behavior; (3) benefits to students; (4) benefits to district; and (5) comparison with other inservice programs. Recommendations are made for districts considering the implementation of a peer coaching program. (JD)

ED 327 154 IR 014 778

Hudson, Timothy J.
Interactive Multimedia in Video Production Education.
PUB DATE- 30 Mar 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Atlanta, GA, March 30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Film Production; Higher Education; Instructional Innovation; *Interactive Video; Man Machine Systems; Microcomputers; *Multimedia Instruction; Programing; *Technological Advancement; *Videodisks

Teachers of telecommunications, broadcasting, and especially video and film production, are best able to lead the development of computer interactive multimedia instruction. Interactive instruction exists on three levels: (1) a videotape player with rewind, fast-forward, search, pause, and play capabilities; (2) a videodisc or laser disc player with the aforementioned capabilities plus an accompanying computer capable of running simple programs; and (3) a videotape or laser disc player connected to a personal computer, thereby allowing production of interactive video programs according to the instructor's needs. It is possible for instructors who aren't familiar with computer programming to design inexpensive, innovative programs using either videotape or videodisc. Another application of interactive multimedia is in media research, specifically data gathering and data analysis. (8 references) (DB)

ED 327 201 IR 053 377

Holt, Raymond M.; Dahlgren, Anders C.

Wisconsin Library Building Project Handbook. Second Revised Edition.

Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Feb 90
NOTE- 224p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Architecture; Building Design; *Cooperative Planning; *Design Requirements; *Facility Planning; Interior Design; *Library Facilities; Library Guides; Library Services; Lighting; Needs Assessment; *Public Libraries; Site Selection
IDENTIFIERS- Wisconsin

Developed for use in library building projects--whether they involve remodeling, expanding, or erecting a new structure--this handbook discusses the roles of the library administrator, the board, the librarian, the architect, the library building consultant, the interior designer, the building contractor, and others. It also addresses the major stages of a building project from needs assessment, planning, and design, to construction and occupation. Although the handbook focuses on community libraries serving populations of about 25,000 (which are predominant in Wisconsin), the information provided is intended to be useful regardless of the size or nature of the building process. While the 1978 edition of this handbook was targeted to a Wisconsin audience, the current version has reduced its emphasis on Wisconsin-specific issues. The focus has not been eliminated, however, and references are made to Wisconsin statutes and regulations. Readers outside Wisconsin must be aware that laws in their states governing the powers of the library board, architect selection, or the construction bidding and contract awards process may differ. It is noted that readers may read the chapters in order or focus on particular chapters. (54 references) (SD)

ED 327 269 PS 018 974

Miller, Beth Midzik; Marx, Fern

Afterschool Arrangements in Middle Childhood: A Review of the Literature. Action Research Paper No. 2.

Wellesley Coll., Mass. Center for Research on Women.; Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.

PUB DATE- Jul 90

NOTE- 44p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) E

DESCRIPTORS- Definitions; *Educational Quality; Elementary Education; Elementary School Students; Emotional Experience; *Individual Development; *Latchkey Children; Literature Reviews; *Outcomes of Education; *Program Evaluation; Research Methodology; Research Needs; *School Age Day Care; Well Being

This paper reviews the literature on the effects of what children do with their time out of school and the impact of various care arrangements. Much of the research has focused on "latchkey children": children who care for themselves. In this paper, a summary of the research findings on the latchkey group is followed by a review of what is known about children in arrangements that are supervised by adults. Methodological limitations and disparate results preclude the drawing of definitive conclusions from the studies. In spite of this, the continued proliferation of school-age programs makes it imperative that current knowledge of child development and the effects of child care arrangements be used to define and measure the indicators of quality child care for school-age children. Sections concern: (1) research on school-age children; (2) children in self-care; (3) programs for children in self-care; (4) school-age child care programs; (5) definitions of program quality in school-age child care; and (6) lessons for program evaluation, including methodological issues and suggestions for future research. A list of 90 references is included. (RH)

ED 327 303 PS 019 295

Galblum, Trudi W.; Boyer-Shesol, Cathy
Family Day Care Provider Support Services Directory.
National Council of Jewish Women, Shawnee Mission, KS.
PUB DATE- Aug 90
NOTE- 78p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; *Child Caregivers; *Community Programs; Disabilities; Emergency Programs; *Family Day Care; Family School Relationship; Learning Activities; Networks; Nutrition; Professional Development; Program Administration; Resource Materials; Safety; School Role; *Social Support Groups; Teacher Education
IDENTIFIERS- *Kansas (Kansas City); *Missouri (Kansas City)

This directory profiles numerous organizational support services for family day care providers in the Kansas City metropolitan area. The first chapter, on operating a family day care home, concerns licensing and registration, the processes of starting and marketing a day care business, zoning and municipal regulation, and substitute providers. The chapter on things to do with children covers learning and enrichment resources, and means of transportation. The third chapter covers networking opportunities and the fourth discusses nutrition and safety, including the Child and Adult Care Food Program and safety and hygiene in the home. A chapter on emergency services concerns hotlines and hospitals, and child abuse and neglect. The topics of professional growth and training, and caring for children with special needs, each receive a chapter. The final chapter, on assisting families in need, covers children's health and development; food, clothing, and shelter assistance; school-age child care; and parent support organizations. Appendices provide: (1) citations of catalogs, magazines, and books; (2) resources for information on corporate involvement in child care; (3) lists of child advocacy organizations; and (4) lists of public school districts in Missouri and Kansas counties in the area. (RH)

ED 327 446 SO 030 326

Zinsser, Judith P.
Comparative History of the Nations of the Western Hemisphere (Teacher's Guide for the International Baccalaureate History of the Americas).
United Nations International School, New York, N.Y.
PUB DATE- Jun 89
NOTE- 32p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Comparative Analysis; Course Content; *Course Descriptions; Course Organization; Curriculum Development; Foreign Countries; Higher Education; *History Instruction; Instructional Materials; Latin American History; North American History; Secondary Education; Social Studies; Teaching Guides; Teaching Methods
IDENTIFIERS- Central America; North America; South America; *Western Hemisphere

A guide to teaching a course on the history of the nations of the Western Hemisphere is presented. The Western Hemisphere is one of the regions offered in the International Baccalaureate examination category of history; the International Baccalaureate is offered by the United Nations International School. The guide is divided into five sections: (1) general introduction; (2) an approach to the course; (3) basic texts; (4) suggestions for units; and (5) additional materials for teachers and students. High school history and social studies teachers might benefit from the guide's suggestions for units and recommendation of basic texts in this subject area. (DB)

ED 327 464 SO 030 448

Schnell, Jim

Use of International Media Events as an Instructional Tool in the Basic Course: The Spring 1989 Protests in China as Perception Case Study.

PUB DATE- 90

NOTE- 8p.; Presented at the Annual Meeting of the Speech Communication Association (Chicago, IL, November 1-4, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Area Studies; *Cultural Awareness; Curriculum Development; Foreign Countries; Global Approach; Higher Education; Instructional Materials; *Mass Media Effects; Mass Media Role; Social Influences; Student Attitudes; *Teaching Experience; Teaching Methods; *World Affairs

IDENTIFIERS- *China

This paper proposes the use of international media events as instructional tools in the basic college communications course. The international media event examined, as one such application, is the spring, 1989 student protests in China. This type of instructional tool offers an excellent means of integrating world events into the curriculum. As international trade and exchange continues to grow, it is increasingly important for students to be aware of other cultures and how they contrast with the United States on interpersonal, organizational, and societal levels. (Author/DB)

ED 327 171 IR 014 796

Ehrmann, Stephen C.

Reaching Students, Reaching Resources: Using Technologies To Open the College.

PUB DATE- 23 Feb 90

NOTE- 18p.; Annenberg/CPB (Corporation for Public Broadcasting) Project.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Assisted Instruction; Correspondence Study; *Distance Education; *Educational Resources; *Educational Technology; Electronic Mail; Higher Education; *Nontraditional Students; Online Catalogs; Part Time Students; Teacher Student Relationship; Teleconferencing; Telecourses; Videotape Recordings

A majority of today's college students face circumstances that make it difficult to study full time on campus. They are usually 25 years old or older and may have jobs, children, or impairments to their mobility that prevent them from attending college easily; however, there are ways in which colleges and universities can help these students by changing the uses of educational resources. For example: (1) direct instruction, usually conveyed by lectures and textbooks, may be in the form of correspondence materials and video, or telecourses; (2) live conversation with faculty and peers may take place through audio conferencing, involving only sound, or through audiographic conferencing where visuals may be added through a computer link; (3) other exchanges of ideas and materials with faculty and peers can take place over electronic mail, computer conferencing, fax machine, and voice mail; and (4) learning by doing can be emphasized through online library services, computer assisted design programs, word processors, statistical packages, and other technology-based resources. The evolving college is an institution that is more open to the outer world with shared resources and services, and promotes collaboration between faculty, students, and institutions. (6 references) (DB)

ED 327 229 JC 910 042

Turcott, Frances; And Others
1990-1991 Marketing Plan. Year II: Planning To Meet the Future.
Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; *College Bound Students; *College Planning; Community Colleges; High Schools; *Institutional Advancement; Minority Groups; Needs Assessment; *Publicity; Public Opinion; Public Relations; School Community Relationship; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Marketing Plans

In Maryland, Catonsville Community College's (CCC) 1990-91 marketing plan deals with the community's perceptions of the institution and strategies to improve CCC's image. Both the 1989-90 and 1990-91 plans targeted the same markets for special recruitment strategies; i.e., high school graduates with transfer plans, part-time adult students, minority students, and high school students with technical or career program interests. The 1990-91 plan sets forth seven goals, offers a rationale for each goal, and indicates tactics used to achieve the goal. Goal 1 deals with a community research instrument to gather data for image improvement. Goal 2 is concerned with continuing the external image-building process through the improvement of existing programs and services. Goal 3 involves increasing college participation in marketing efforts. Plans for the recruitment of the target markets are set forth in the remaining goals. These goals and tactics include the following: (1) increase transfer students' awareness of program quality by expanding CCC's promotional campaign, using personal testimonials of successful graduates in recruitment materials, and publicizing scholarship recipients in local newspapers; (2) increase minority students' awareness of the benefits of a college education by promoting minority scholarship opportunities, creating television spots highlighting student diversity at CCC, and committing resources to develop a minority student recruitment program; (3) increase adult students' awareness of CCC through an open house for parents, informing local business of the benefits of CCC-provided employee training, and initiating a direct mail campaign for applicants who never registered; and (4) inform potential students of technical training opportunities at CCC by working with the Western School of Technology, holding an open house, and sending lecturers to feeder high schools. (AYC)

ED 327 255 JC 910 071

Mississippi Public Community Colleges: Statistical Data, 1989-90.
Mississippi State Board for Community and Junior Colleges, Jackson.
PUB DATE- 90
NOTE- 50p.; District map contains small print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; *Community Colleges; Degrees (Academic); *Educational Finance; Educational Resources; *Enrollment; Expenditures; Income; *Institutional Characteristics; Public Colleges; Salaries; *School Personnel; State Aid; State Surveys; *Student Characteristics; Student Costs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mississippi

Statistical data for Mississippi's 15 public community colleges are presented in this report, including information on enrollments, revenues, expenditures, program completions, faculty salaries, dormitory utilization, transportation services, and learning resources in 1989-90. Introductory remarks on the state's two-year college system are followed by tables showing: (1) trends in academic, technical, vocational, and credit enrollments between 1985 and 1989; (2) full-/part-time, credit and non-credit enrollments by college; (3) enrollment by college, resident status, and county of residence; (4) enrollment by age for the state as a whole and by college; (5) sources of revenue and county tax support; (6) student fees and charges; (7) expenditures by function and object; (8) revenues and expenditures of auxiliary enterprises such as food services and housing by college; (9) expenditure per full-time equivalent student by function; (10) program completions by college, gender, and type of award; (11) faculty salaries by college; (12) salary trends in Mississippi compared to the regional average; (13) men's and women's dormitories' utilization by college; (14) daily utilization of transportation services; and (15) funding, staff, and resources of the colleges' learning resources centers. (GFW)

ED 327 286 PS 019 238

Kahn, David, Ed.
Implementing Montessori Education in the Public Sector.
North American Montessori Teachers Association, Cleveland Heights, OH.
SPONS. AGENCY- Cleveland Foundation, Ohio.; Nienhuis Group, Inc., Mountain View, CA.
PUB DATE- 90
NOTE- 620p.; Appended material, often using small type, photographs, or a pastel background, may not reproduce clearly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Admission (School); *Early Childhood Education; Educational Development; Elementary Education; *Elementary School Curriculum; *Language Arts; *Montessori Method; Parent Participation; Preschool Education; Program Evaluation; Program Implementation; *Public Schools; Resource Materials; School Districts; *Special Education

This book on implementing Montessori education in the public sector begins with a historical and social overview that reveals the usefulness of Montessori pedagogy as a means of national public school reform. The second chapter discusses equipment needed for Montessori schools, the scope and sequence of curriculum used, and minimal expectations for what should be included in a Montessori classroom. Chapter Three provides a view of Montessori language arts in light of current trends, including bilingual education. Chapter Four outlines a number of implementation approaches. Chapter Five discusses ways to integrate different funding sources so that early childhood Montessori can be supported in school districts that usually do not provide prekindergarten services. Chapter Six concerns Montessori education in relation to the disabled child and special education. Chapter Seven discusses the process of starting a school in terms of development of a proposal, common misconceptions, magnet school funding, and task force development. Cost audits from two established Montessori schools in Cincinnati are included. Chapter Eight covers admissions and recruitment, nonselective admissions, magnet school recruitment, promotions, and admission application procedures. Chapter Nine concerns parent involvement; Chapter Ten, program expansion; and Chapter Eleven, program evaluation. Numerous references are cited throughout; supportive materials are appended to some chapters. (RH)

ED 327 365 RC 017 952

Steiner, Donovan D.; Peifer, Jane Hoober
Teaching the At-Risk Student: A Guide for Teacher Educators. Case Studies. Resources.
Eastern Mennonite Coll., Harrisonburg, VA. Education Dept.
SPONS. AGENCY- Commonwealth Center for the Education of Teachers.
PUB DATE- 90
NOTE- 69p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *At Risk Persons; *Case Studies; Demonstration Programs; Elementary Secondary Education; Higher Education; *High Risk Students; *Potential Dropouts; *Preservice Teacher Education; Special Needs Students; *Student Teaching; Teacher Role

This handbook is designed to provide teacher trainers with ideas and resources for preparing preservice teachers to effectively teach at-risk students. Based on case studies, the booklet provides a framework for fostering a more structured contact between at-risk students and teacher trainees. The first section profiles 12 case studies describing dilemmas that teachers, administrators, and drop-out coordinators face daily; these are problems without clear answers. The second section details activities that identify and deal with controversial issues concerning at-risk students. Following this is a section of resources published between 1988 and 1990 and dealing with the topic of at-risk students under the categories of books, case study methodology books, journals, guides and reports, and miscellaneous resources. The last section briefly describes model programs carried out through collaborations between colleges and universities and public school systems. (ALL)

ED 327 398 SE 051 845

Suggestions for Teaching Mathematics Using Laboratory Approaches, Grades 1-6. 6. Probability.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 90
NOTE- 36p.; Reprinted 1990. For another manual in this series, see SE 051 844.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Arithmetic; Cognitive Development; Computation; Concept Formation; Disabilities; Elementary Education; *Elementary School Mathematics; Fractions; Graphs; *Learning Activities; Mathematical Concepts; Mathematics Education; *Mathematics Skills; *Probability; *Problem Solving; Ratios (Mathematics); Research Methodology; Statistics; Teaching Guides; *Teaching Methods

This guide describes 20 learning activities that can be used with elementary school students on the topic of probability and statistics. These activities have been developed using the mathematics laboratory approach. This publication is designed to serve as a stimulant to encourage teachers to open their minds and employ their imagination in developing further activities. Each activity includes the purpose, needed materials, the procedure, possible variations, and suggested outcomes. Concepts to be taught include tabulating and interpreting experimental data, making predictions, fractions, ratios, percentages, graphing, pattern discovery, formulating hypotheses, independent events, Platonic solids, inequalities, normal distribution, frequency, median, permutations, exponents, and computation. Appended is a discussion of students with handicapping conditions. (KR)

ED 327 058 FL 019 010

Juvonen, Paivi
Self-Repair in Bilingual Children: A Study of Finnish-Swedish Schoolchildren's Self-Repairs in Narrative Discourse.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Meeting of the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Child Language; Comparative Analysis; Discourse Analysis; Elementary Education; Error Correction; *Finnish; Foreign Countries; Language Dominance; Language Proficiency; Language Research; Monolingualism; *Story Telling; *Swedish; Uncommonly Taught Languages

This study investigated how Finnish-Swedish bilingual 10-year-olds (n=26) produce self-repairs in a narrative discourse, in comparison with monolingual agemates (n=10), in three respects: (1) types of repair; (2) number of repairs; and (3) the structural organization of repair. Altogether, 36 Finnish and 36 Swedish narratives were examined. The narratives were the retelling of a story based on a silent cartoon. The narratives were divided into six categories according to language and the model of instruction the child participated in (instruction in Finnish, in Swedish, or mostly in Swedish). Results show no differences between the groups in two of the investigated aspects: all informants used the same types of repair and all conformed to the main interruption rule. The bilingual children had a higher proportion of error repairs and covert repairs in their weaker language. (MSE)

ED 327 075 HE 024 082

Moskin, Robert J.
The Meaning of CAPHE. A Report on the First Five Years of the Consortium for the Advancement of Private Higher Education.
Consortium for the Advancement of Private Higher Education.
PUB DATE- Dec 89
NOTE- 146p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Black Colleges; Educational Development; Educational Finance; Educational Improvement; Educational Technology; *Financial Support; Grants; Higher Education; Liberal Arts; *Private Colleges; Private Education; *Small Colleges; Student Attrition; Student Recruitment
IDENTIFIERS- *Consortium for Advancement Private Higher Educ

This report reviews the first five years of the Consortium for the Advancement of Private Education (CAPHE) during which it has assisted small liberal arts colleges in the United States. Questions concerning the condition of these colleges today are addressed, as well as CAPHE's ability to help them and make a difference in their viability and the quality of the education they offer. The report is based on information obtained over 9 months of interviews with 145 persons, including visits to 14 U.S. campuses. In addition to describing the CAPHE organization, mission, and progress, the report also discusses the role of the small liberal arts college in America. Major sections are devoted to the objectives of CAPHE grants and discussions of current challenges and future opportunities. Subjects discussed within these sections include: modern technology and the small liberal arts college; the attrition of students and marketing endeavors to overcome this shortage (including marketing efforts at historically black colleges); and the academic interest in two currently fashionable subjects: multicultural education and the teaching of values. Appendices include lists of CAPHE grant recipients, 1985-1989; donors to CAPHE, 1983-1989; and the trustees of CAPHE. (GLR)

ED 327 106 HE 024 123

Astin, Alexander W.
Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education. American Council on Education/Macmillan Series on Higher Education.
American Council on Education, Washington, D.C.
PUB DATE- 91
NOTE- 335p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- College Faculty; College Outcomes Assessment; Database Design; Data Collection; Decision Making; Educational Opportunities; Educational Philosophy; Educational Practices; *Evaluation Methods; *Evaluation Utilization; Excellence in Education; Futures (of Society); Higher Education; *Input Output Analysis; Models; *Statistical Analysis; *Student Evaluation; Talent Development

This book's purpose is to show how assessment can be used to enhance the educational and research functions of colleges and universities by promoting talent development among both students and faculty members. Chapters cover the following topics: (1) review of traditional uses of student assessment; (2) the input-environment-outcome model which shows how assessment information can be effectively used in decision making; (3) different aspects of the model; (4) ways of analyzing assessment data; (5) how assessment results can be used; (6) practical, technical, and political problems associated with building an adequate database of student data; (7) how assessment can be used to affect the learning process directly among both students and faculty; (8) use of assessment to limit educational opportunity and its potential uses to enhance and expand opportunity; (9) the assessment "movement" in various states; and (10) consideration of various future directions that assessment in American higher education might take. An appendix reviews fundamental statistical concepts and considers statistical and analytical concepts needed to apply the input-environment-outcome model in practice. Includes over 150 references. (JDD)

ED 327 122 HE 024 153

Standards of Academic Honesty.
Colorado Univ., Boulder.
PUB DATE- Jan 90
NOTE- 8p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Standards; Cheating; Codes of Ethics; *Discipline Policy; *Hearings; Higher Education; Integrity; Methods; Plagiarism; *Sanctions; *Student College Relationship
IDENTIFIERS- *University of Colorado Boulder

The paper presents the standards of the University of Colorado concerning academic honesty and integrity and explains how the university handles breaches of these standards. Breaches of academic honesty include cheating, plagiarism, and unauthorized possession or disposition of academic materials not formally released by the instruction. Each of these infractions is defined in detail, and the sanctions that could be imposed on the student are indicated. Additionally, a description of the procedures adopted by the university's College of Arts and Sciences for handling cases of academic dishonesty is provided, beginning with measures to safeguard the accused student's rights and going on to outline the hearing requirements, how the charges are presented, the requirements and options of the Committee on Academic Ethics in hearing the case, student defense options, and the reporting of decisions made by the committee. Included is a list of those responsible for coordinating and distributing copies of the procedures in each school. (GLR)

ED 327 138 IR 014 756

Reck, Gene
Keeping Pace with New Technology: An Introduction to Robotics, FORTH, and Artificial Intelligence.
PUB DATE- Dec 86
NOTE- 126p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Artificial Intelligence; *Computer Science Education; Computer Software; Electronic Equipment; *Instructional Development; Needs Assessment; Postsecondary Education; Pretests Posttests; *Programing Languages; *Robotics; Two Year Colleges

A course was developed to introduce students at a community college to four major areas of emphasis in emerging technologies: FORTH programming language, elementary electronic theory, robotics, and artificial intelligence. After a needs assessment indicated the importance of such a course, a pretest focusing on the four areas was given to students enrolled in the computer science curriculum. During the 16-week semester, students received instruction and completed class projects, including the design and construction of a robot. A posttest revealed an average increase of more than 10 percentage points in each of the four areas, thus indicating successful achievement of the stated outcome objectives. Appendices include testing instruments, test results, robot design diagrams, enhancements included in the fig-FORTH programming language, the course syllabus, programming assignments, and support materials. (18 references) (DB)

ED 327 155 IR 014 779

Kerlin, James
Public Microcomputer Laboratories: Issues-Problems-Solutions.
Pennsylvania State Univ., University Park. Center for Academic Computing.
PUB DATE- 90
NOTE- 83p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Centers; *Computer Uses in Education; *Educational Resources; Higher Education; Institutional Characteristics; *Microcomputers; State Universities; Transparencies
IDENTIFIERS- *Pennsylvania State University

This document contains over 60 masters for creating overhead transparencies providing information on the Pennsylvania State University system and, in particular, the resources available for academic computing. The masters are presented in six categories: (1) Penn State; (2) Computer and Information Systems; (3) Center for Academic Computing; (4) Microcomputer Laboratories; (5) Student Support Initiative; and (6) Strategic Planning. The document also includes campus and state maps, administrative structure charts, lists of available hardware and printers in the computer laboratories, charts depicting the average usage of the computer laboratory by day, time of day, and week, and file conversion information. (DB)

ED 327 242 JC 910 055

Fiscal Year 1990 Unit Cost Report for the Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 91
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Finance; *Expenditure per Student; *Expenditures; *Program Costs; Salaries; School District Spending; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Fiscal year (FY) 1990 results of the annual unit cost study of the Illinois public community colleges are presented in this report, based on data on course offerings, enrollments, and costs provided by the colleges. After an initial summary overview, data and analyses are presented, including: net instructional unit cost for FY 1990 compared with previous years; net instructional unit cost since FY 1984; state average instructional unit cost since FY 1984; 1990 instructional unit cost; net instructional unit cost by cost categories; indirect instructional support unit cost; and net instructional unit cost by the seven instructional cost categories. Highlighted findings included the following: (1) in FY 1990, the state average net instructional unit cost for the 39 community college districts in Illinois was $116.16, an increase of 5.1% from FY 1989; (2) state averages for the cost categories comprising instructional unit costs were $44.12 for direct salaries, $8.56 for direct department cost, $1.74 for direct equipment cost, $45.61 for allocated indirect cost, $15.62 for operation and maintenance, and $0.51 for building rental; (3) state averages for support services included $10.34 for academic administration and planning, $4.62 for learning resources, $9.83 for student services, $3.42 for administrative data processing, $7.75 for general administration, $0.42 for auxiliary services (subsidy only) and $9.25 for general institutional cost; and (4) average unit costs ranged from a high of $177.65 for Health Occupational programs to a low of $83.68 for Adult Basic Education/Adult Secondary Education. A total expenditures report is appended. (GFW)

ED 327 321 PS 019 349

Golbeck, Susan L.
Young Children's Memory for Spatial Locations in Organized and Unorganized Rooms.
PUB DATE- Apr 89
NOTE- 37p.; Portions of this paper were presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989) and at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Early Childhood Education; *Elementary School Students; Field Dependence Independence; Grade 1; Grade 2; *Kindergarten Children; *Memory; *Preschool Children; *Spatial Ability
IDENTIFIERS- Spatial Tasks

Children's memory for spatial locations in a room designed to look like a grocery store was examined. In the first of two studies, 48 preschoolers completed a memory task for spatial locations problem and an incidental recall task in two room arrangements varying in logical organization. Memory for spatial locations was higher in a clustered and logical arrangement than in a nonclustered and random arrangement. In the second study, a total of 74 kindergartners and first and second graders were assessed for knowledge of classification, spatial operations, field dependence and independence, and memory for locations of items in a logically organized room arrangement. Memory for the general area of the room in which objects belonged was expected to relate to knowledge of classification, while memory for more specific locations was expected to be related to knowledge of spatial operations and field independence. Surprisingly, most children performed well on memory for general location, leading to the rejection of the first hypothesis. Consistent with the second hypothesis, results of a multiple regression showed that memory for specific spatial location was related to spatial operational knowledge, strong performance on the Children's Embedded Figures Test, and the strategy used to complete the reconstruction. When children were asked to recall the contents of the space, performance was related to age and accuracy on the spatial reconstruction. (31 references) (RH)

ED 327 352 RC 017 896

Miller, Mary Helen; And Others
A Guide to the Kentucky Education Reform Act of 1990.
Kentucky Legislative Research Commission, Frankfort.
PUB DATE- Apr 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Change Strategies; Court Litigation; *Educational Change; *Educational Legislation; Elementary Secondary Education; Government Role; Laws; Public Policy; *Public Schools; *School Law; State Action; State Legislation
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990

In June 1989, the Kentucky Supreme court ruled the state's elementary and secondary school system unconstitutional. A Task Force on Education Reform provided recommendations to the General Assembly for reforming the educational system which resulted in the Kentucky Education Reform Act of 1990. This act mandates the creation of a system of public education to assist students in acquiring: (1) basic skills; (2) communication skills; (3) an understanding of governmental processes; (4) knowledge to make economic, social and political choices; and (5) other skills necessary to compete favorably with students in other states. The law requires that a statewide assessment program be developed by 1995-96, including performance-based student testing, to measure the success of each school. The Reform Act also provides for (1) professional development; (2) school-based decision making; (3) preschool programs; (4) family resource centers and youth services centers; (5) technology in education; (6) primary school reform; (7) kindergarten; (8) continuing education for students; and (9) raising the compulsory school attendance age. Governance of the state's school system will be assumed by a Commissioner of Education, the chief executive officer of the State Board for Elementary and Secondary Education. A reorganized Department of Education will provide services including assistance with curriculum design, school administration and finance, monitoring the management of school districts, and research and planning. Regional service centers for the professional development of school district employees, and centers for assessment of principals and training of superintendents will be established. Financial support by state and local governments is outlined and a timeline for implementation of the Reform Act is included. This report contains a section of questions and answers on the Education Reform Act. (ALL)

ED 327 465 SO 030 463

Ehman, Lee H.; And Others
Using Computer Databases in Student Problem Solving: A Study of Eight Social Studies Teachers' Classes.
PUB DATE- 16 Nov 90
NOTE- 41p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Case Studies; Class Activities; *Classroom Research; Classroom Techniques; *Computer Assisted Instruction; Computer Uses in Education; *Databases; Educational Research; Elementary Secondary Education; Observation; *Problem Solving; Social Studies; Student Participation; Teacher Behavior; Teaching Methods

Recent research has shown that computer technology, including databases, is becoming a part of social studies instruction. Yet it still is not clear how teachers are using databases and what are the outcomes from such use. The research reported in this document addresses three principal questions: (1) How do teachers use computer databases in teaching problem solving? (2) What do students learn during this kind of activity? and (3) What are the enablers and inhibitors of successful database use during teaching and problem solving? A case study approach was used in exploring the answers to these questions. Eight teachers and their students were observed during at least 10 class sessions; teachers and selected students were interviewed; and written teaching plans, class materials, and student projects were reviewed. Some of the inferences drawn from the study are that: time pressure affects teachers and students alike, but there are specific techniques for making good use of time when attempting computer based problem solving; lack of student knowledge must be anticipated by the teacher, who has to incorporate specific ways of overcoming the problem in teaching; and using small non-competitive groups of students works well. A 32-item list of references is included, as are 4 tables. (DB)

ED 327 090 HE 024 107

Neff, Gregory; And Others
MET Senior Projects at an Urban University.
American Society of Mechanical Engineers, New York, N.Y.
PUB DATE- Nov 90
NOTE- 5p.; Paper presented at the Winter Annual Meeting of the American Society of Mechanical Engineers (Dallas, TX, November 25-30, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Seniors; *Engineering Education; Higher Education; *Outreach Programs; Program Design; Program Implementation; Resources; *School Business Relationship; *School Involvement; *Student Projects
IDENTIFIERS- *Mechanical Engineering Technology; *Purdue University Calumet IN

A report describes the Purdue University Calumet Mechanical Engineering Technology (MET) program, especially the approaches used to enhance industrial involvement and take advantage of the urban setting to find real-life senior project problems. The outreach program, used by faculty to find student senior project material, is described along with the MET program's Autodesk Training Center which invites attenders to submit hands-on projects from their work to be done by MET senior design students. The report briefly discusses senior project courses, the resources available for senior projects, the university's Center for Community Services which handles the outreach program, faculty contacts, and the co-op program which is viewed as having been successful over the past four years in placing interested students in local industry. It is noted that outreach programs, whether they be formal technology transfer programs, extension or other non-credit courses, or professional and scholarly interactions, can provide a multitude of real-life senior project ideas and financial support. Conversely, a strong senior project component of a MET program can add an important element to the department's outreach activities. (GLR)

ED 327 187 IR 053 362

International Symposium on Information Technology: Standards for Bibliographic Control (Bangkok, Thailand, September 4-8, 1989).

Thammasat Univ., Bangkok (Thailand). Univ. Libraries.

PUB DATE- Sep 89

NOTE- 268p.; Mimeograph quality type.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Bibliographic Databases; *Cataloging; *Cooperative Programs; Foreign Countries; Information Networks; *Information Retrieval; *Information Technology; Program Descriptions; Shared Resources and Services; Standards; Thesauri; *User Needs (Information)

IDENTIFIERS- Authority Control (Information)

This document which covers the proceedings of the 1989 International Symposium on Information Technology, begins with several opening ceremony messages and includes the following papers: (1) "Reflections on International Bibliographic Standards" (Winston D. Roberts); (2) "Bibliographic Control from the User's Perspective" (Ruth A. Pagell); (3) "Some Current Problems in International Standard Book Numbers for Bibliographic Control" (Cosette Kies); (4) "CONSER: A Model Cooperative Cataloging Project" (Carolyn Norris); (5) "Information Retrieval in Multimedia Sources in an Electronic Age" (Tze-Chung Li); (6) "A Question of Format" (Alan Hopkinson); (7) "BABINAT: A Meta-Format To Support the Development of National Bibliographic Databases within Cooperative Networks" (M. J. Menou); (8) "Development of Desktop Catalog System for Books" (Shuzo Asakura); (9) "Practical Construction of a Thesaurus: The IFIC Experience" (L. Robles-Austriaco and Ariston G. Trinidad); (10) "Malaysian Official Publishing: Bibliographic Control and Description Standards" (Khoo Siew Mun); (11) "Unified Format for Information Sharing among Libraries at the Los Banos Complex" (Vilma G. Anday); and (12) "Bibliographic Standards of Indonesia" (Dady Rachmananta). Notes on the contributors and a list of the symposium's seven committee members are provided. (SD)

ED 327 202 IR 053 379

Communications in Support of Science and Engineering.
Council on Library Resources, Inc., Washington, D.C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 90
NOTE- 163p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communications; Computer Networks; Correlation; *Engineering Technology; Information Dissemination; *Information Management; Information Technology; Library Collections; Library Services; *Productivity; Publishing Industry; *Researchers; Scientific and Technical Information; *Scientific Research; Tables (Data)
IDENTIFIERS- *Information Infrastructure

The papers in this collection, which explore selected aspects of scientific and engineering communication, are the results of a study designed to learn more about the relationships between information resources and scientific productivity. The first three sections contain three key papers related to a conference sponsored by the Council of Library Resources (CLR) that enabled a group of scientists and academic leaders to consider the general topic. A background paper, the transactions of the conference, and a summary statement, taken together, open up many of the pertinent issues and provided a base for future action. Three additional papers, triggered by the conference discussion, were commissioned by CLR: (1) "The Users and Uses of Scientific Information Resources: Recommendations for Study (Helen H. Gee); (2) "Library Resources and Research Productivity in Science and Engineering: Report of a Pilot Study" (Nancy Van House); and (3) "In Preparation: A Comparison of Costs of Library and Information Services in Academic and Industrial Libraries That Support Science and Engineering" (David Penniman and Jay Lucker). Three appendices contain the questionnaire and cover letter for a survey of selected Association of Research Libraries member libraries; statistics on library materials prices; and a table showing the correlations of science library resources with productivity measures by year from 1985 through 1989. (MAB)

ED 327 382 SE 051 827

Exley, J. Sheck
A Computer Program To Increase Comprehension of the Cartesian Rectangular Coordinate System in High School Pre-Algebra Students.
PUB DATE- Aug 89
NOTE- 87p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Algebra; *Computer Assisted Instruction; Computer Managed Instruction; *Computer Software; Educational Games; Equations (Mathematics); *Graphs; High Schools; Mathematics Education; *Problem Solving; *Secondary School Mathematics
IDENTIFIERS- *Cartesian Coordinates

The high percentage of high school pre-algebra students having difficulty learning the abstract concept of graphing ordered pairs on the Cartesian rectangular coordinate system was addressed by the creation and implementation of a computer-managed instructional program. Modules consisted of a pretest, instruction, two practice sessions, and a posttest. To increase motivation and thereby enhance learning, the practice modules were designed in the form of a game. Included are the purpose, research and solution strategy, method, results, and recommendations. Appended are sample tests, student data, user and programming documentation, and flowcharts. (Author/KR)

ED 327 399 SE 051 846

Mathematics. Alabama Course of Study. Bulletin 1989, No. 31.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 89
NOTE- 196p.; For related documents, see SE 051 847-852.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Calculators; Computer Uses in Education; Developmental Stages; *Elementary School Mathematics; Elementary Secondary Education; Estimation (Mathematics); Mathematical Concepts; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Skills; *Minimum Competencies; *Outcomes of Education; Performance; *Problem Solving; *Secondary School Mathematics; State Curriculum Guides
IDENTIFIERS- Alabama

This curriculum guide prescribes the minimum course content for all mathematics programs in the public schools of the State of Alabama. It forms the basis for the development, by local education agencies, of all state mathematics programs. Minimum course content for each grade has been organized into seven content areas: number, measurement, geometry, algebra, patterns and functions, logic, and statistics and probability. Instructional objectives and student outcomes related to problem solving, the use of calculators and computers, the practice of estimation and mental arithmetic, and the development of language facility are interwoven into every grade level and/or course. Minimum course content for each grade level is presented as student outcomes which consider the developmental characteristics of learners and the developmental nature of mathematical concepts. This guide is divided into the following sections: (1) "Introduction"; (2) "Trends, Issues, and Position Statements"; (3) "The Elementary Program in Mathematics"; and (4) "The Secondary Program in Mathematics." Appended are the time requirements for subject areas and study habits, homework, and student responsibilities. (KR)

ED 327 431 SO 021 162

Kotite, Phyllis, Ed.

Women's Education Looks Forward: Programmes, Experiences, Strategies 1989.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- 89

NOTE- 127p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Citizenship Education; *Educational Development; Elementary Secondary Education; Equal Education; *Females; Foreign Countries; Global Approach; Higher Education; *International Educational Exchange; International Programs; Vocational Education; *Womens Education; World Affairs; World Problems

IDENTIFIERS- *UNESCO

Women's education and its development have been United Nations Educational, Scientific, and Cultural Organization (UNESCO) issues since its inception. As humankind enters the 21st century, it faces a range of unresolved global issues that reflect the interdependence of the world's peoples. Since women comprise half of the world's population, they cannot be divorced from active participation in solving these global problems. Therefore, access to relevant education and training is a key to women's effective role in socio-economic, cultural, and political development. This document presents responses from around the world to UNESCO's request for information on efforts in the field of girls' and women's education. Seven chapters are presented: (1) adult education, literacy, and civic education; (2) education and training for rural women; (3) other innovative programmes; (4) technical and vocational education for women--science and technology; (5) women and higher education; (6) support services: credits, technology, co-operatives, marketing, mass media; and (7) strategies policies and women's machineries. A 68-item list of references is included. (DB)

ED 327 447   SO 030 334

Social Studies 16: Teacher Resource Manual. Interim 1990.
Alberta Dept. of Education, Edmonton.
PUB DATE- 90
NOTE- 209p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Resources; Foreign Countries; Instructional Materials; Secondary Education; Skill Development; *Social Studies; *Student Educational Objectives; Teaching Guides
IDENTIFIERS- *Alberta

Designed to assist classroom teachers in Alberta (Canada) in implementing the Integrated Occupational Social Studies 16 Program (secondary level), this manual contains information about the goals and objectives of the curriculum; thematic contexts for the delivery of prescribed knowledge, skills and attitudes; suggestions for planning and implementing the program (including instructional strategies, sequenced activities, correlations of learning resources with activities, and resource suggestions); activities and background information designed to develop further facility in using process, communication, and participation skills and inquiry strategies; suggestions for integrating social studies instruction with essential life skills and other subject areas; and suggestions for using community resources throughout the social studies program. The themes for this three-credit course are: (1) "Being a Citizen"; (2) "You and the Law"; and (3) "Careers--Your Employability." (DB)

ED 327 484 SP 032 729

Womack, Sid T.
Butterflies, Bugs, and Supervising Teachers.
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Informal Assessment; Interpersonal Relationship; *Negative Attitudes; Personality Traits; Preservice Teacher Education; Resistance (Psychology); *Student Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *Positive Attitudes

This study replicated one conducted in Texas in 1979. Student teachers were asked to list the beautiful things their supervising teachers did for them as well as the things that "bugged" them. Comparison of the results of the 1979 and 1989 studies indicated that the positive factors in the relationships were very similar. Positive factors included: willingness to share, helpfulness, supportiveness, positive reinforcement, fairness, constructive criticism, sense of humor, and care. Comparison of the negative factors in the relationships indicated a more strained classroom environment in 1989. In 1979 negative criticism focused primarily on delivery of instruction, while in 1989 there appeared to be an ongoing struggle between teachers and students over behavior. (JD)

ED 327 172 IR 014 797

Sandholtz, Judy Haymore; And Others

Teaching in High-Tech Environments: Classroom Management Revisited.

PUB DATE- 90

NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adoption (Ideas); *Classroom Environment; *Classroom Techniques; *Computer Assisted Instruction; Developmental Stages; *Educational Change; Elementary Secondary Education; Instructional Innovation; *Microcomputers; Qualitative Research; Teacher Effectiveness; *Teacher Role; Teacher Student Relationship

IDENTIFIERS- *Apple Classrooms of Tomorrow

Based on weekly reports sent via electronic mail, correspondence between sites, and bi-monthly audiotapes from teachers, this qualitative study analyses data from 32 elementary and secondary Apple Classrooms of Tomorrow (ACOT) teachers in five schools concerning management changes that occurred in teaching and learning in the new computerized classroom environment. The study covers the period from October 1985 through June 1989. Section one of the paper describes the survival stage of development in the ACOT teacher's management style, when teachers are overwhelmed by the necessity of controlling student behavior, organizing the physical environment, adjusting to the technical aspects of the instructional innovations, and redefining their role in the classroom. Mastery is discussed next. Occurring during the second year of the ACOT program, teachers begin to anticipate problems in student behavior, classroom environment, and technology, and develop strategies for solving them. The final stage, impact, occurs when teachers successfully utilize the technology for managing the classroom and focus on their effectiveness as teachers. It is concluded that teachers learned to use the technology to enhance student motivation, interest, and learning, and incorporated technology in their teaching in such a way that they now could not imagine teaching without it. (15 references) (DB)

ED 327 217 IR 053 487

Schamber, Linda
Automation for the School Library Media Center. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Integrated Library Systems; *Learning Resources Centers; Library Administration; *Library Automation; Library Personnel; *Library Services; *Media Specialists; Online Catalogs; *School Libraries
IDENTIFIERS- ERIC Digests

Basic options for the automation of management functions in the school library media center are the circulation system, the online catalog, the acquisitions system, and the serials check-in. In order to select the most appropriate system, library media specialists must: (1) research both the library's needs and the technologies available, and (2) develop plans to guide decisions about purchases, training for staff, and maintenance. The findings of this research will be used to develop detailed plans and budgets that include training for the media specialist and the costs of hardware, software, and databases. Since few integrated systems exist which incorporate all of the library's automated functions, a decision will have to be made whether to install two or more limited integrated systems (such as catalog/circulation and acquisitions/serial check-in) or four separate systems. In either case, compatibility--i.e., the ability to transfer data between systems--is an important feature to be considered. Another major concern is the entry of data in the new system, particularly catalog and circulation data. In addition, retrospective conversion of existing catalog records to machine-readable form can be expensive and time-consuming, whether performed on-site or externally by a vendor. The impacts of automation are both immediate and long-term. School library media centers which have automated their management operations have found that students and faculty have been able to access information more easily and that routine tasks can now be performed more quickly. However, these same library media centers must be prepared to handle a lack of standardization at various access levels, and to learn to work on upgraded software and hardware as they become available. (10 references) (MAB)

ED 327 256 JC 910 072

Livieratos, Barbara B.
Findings from the Fiscal Year 1990 Survey of Telecourse Students. Research Report Number 68.
Howard Community Coll., Columbia, Md.
PUB DATE- Nov 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Community Colleges; Comparative Analysis; *Course Selection (Students); Distance Education; Enrollment; Enrollment Trends; *Participant Satisfaction; School Surveys; Student Attitudes; Student Behavior; *Student Characteristics; *Student Educational Objectives; Tables (Data); *Telecourses; Two Year Colleges; Two Year College Students

During each semester of fiscal year (FY) 1990, a survey was conducted of enrollees in telecourses at Howard Community College. The purpose of the study was to assist program planners in understanding the motivations, enrollment and viewing patterns, demographics, and goals of students who enroll in telecourses. Survey responses were obtained from 53% of the 731 students enrolled in telecourses in FY 1990, although not all classes were surveyed and no efforts were made to obtain a random sample. Where relevant, comparisons were made with survey responses from FY 1989. Study findings included the following: (1) a majority of respondents to the telecourse survey were either female (73%), under age 30 (57%), white (82%), or employed full-time (73%); (2) over half of telecourse enrollees each semester were new to the concept of telecourses, and over half were taking other courses at the time; (3) 52% of the respondents indicated that their primary goal in taking a telecourse was to earn credits to transfer to a four-year institution; (4) 96% had a video cassette recorder at home, and 56% used it to record classes; (5) 64% said they would be interested in using a modem to communicate with their on-campus instructor; (6) a majority of enrollees expressed a high degree of satisfaction with the courses and indicated they would enroll in another telecourse; and (7) as was true in FY 1989, the "presentation of material" category received the lowest overall satisfaction rating by respondents. (JMC)

ED 327 257 JC 910 073

ED 327 270 PS 019 011

Negussie, Birgit

Maternity Care and Childrearing: Preconditions for Educational Achievement. Experiences in a Cross-Cultural Perspective with Special Focus on East Africa.

PUB DATE- Jun 90

NOTE- 19p.; Paper presented at the International Conference for Maternity Nurse Researchers (3rd, Gothenburg, Sweden, June 19-21, 1990). Faint type throughout.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Health; *Child Rearing; Developing Nations; *Folk Culture; Foreign Countries; Literature Reviews; Mothers; *Nutrition; Older Adults; Parent Education; Parenting Skills; Parent Role; Siblings

IDENTIFIERS- *Africa (East); Informal Education; *Maternal Health

East African maternity care and child rearing practices are discussed from a cross-cultural perspective. A brief background section is followed by discussion of: (1) health and nutrition as preconditions for educational achievement; (2) care of mothers and children and child rearing in East Africa--by far the longest section; (3) the roles of mother and child care as a precondition for educational achievement; (4) parental education and educated siblings; (5) the role of the elderly in informal education; and (6) childhood in the 21st century. It is concluded that increased attention must be given to the programming of services that are in the interest of the child from conception through the preschool years, particularly with regard to maternal health conditions and educational status. That mothers are the initial teachers and creators of their children's cognitive maps is an important fact, and one that must be recognized by those who are programming for the educational development of all children. (RH)

ED 327 304 PS 019 299

Gilbert, Judith C.; Burger, Patricia
Performance-Based Assessment Resource Guide.
Colorado State Dept. of Education, Denver.
PUB DATE- Apr 90
NOTE- 86p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Checklists; Definitions; *Educational Practices; Elementary Secondary Education; Guidelines; Interviews; Observation; Peer Evaluation; *Performance; Performance Contracts; Portfolios (Background Materials); Profiles; Questioning Techniques; Records (Forms); Resource Materials; Self Evaluation (Individuals); *Student Evaluation; Student Participation; Writing (Composition)
IDENTIFIERS- Anecdotal Records; Curriculum Based Assessment; *Performance Based Evaluation

This resource guide reviews a variety of performance-based student assessment strategies, and provides examples of, and references for, the strategies. Strategies include anecdotal records, interviews, peer report and group evaluations, and portfolios. Materials in the guide include: (1) a resource guide update form for teachers; (2) department guidelines on the assessment of student performance; (3) general information concerning performance-based assessment; (4) materials on anecdotal records, observations, and student profiles, with related forms and checklists; (5) learning contracts with students; (6) curriculum-based assessment; (7) interviews; (8) student participation; (9) peer reporting and group evaluation; (10) student portfolios; (11) student products; (12) questioning techniques; (13) self-assessment and self-reports; (14) task or performance assessment; and (15) writing. Material on each strategy includes a definition, a statement of the strategy's advantages, guidelines to assessment methods, sample forms, a short list of print resources, and references to contact persons who have experience with the method. Appendix A provides forms with which teachers can assess their evaluation and reporting systems. Additional print resources are listed in Appendix B. (RH)

ED 327 337 PS 019 380

An Analysis of the Long-Term Effects of the Extended Elementary Education Prekindergarten Program.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- Jan 91
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; *Family Income; Grade Repetition; High Risk Students; Identification; Junior High Schools; Longitudinal Studies; *Outcomes of Education; *Preschool Education; Special Education; State Programs; Student Characteristics; Student Placement
IDENTIFIERS- *Maryland

In 1982, the Maryland State Department of Education initiated a longitudinal study of its Extended Elementary Education prekindergarten program. The study was designed to examine the school performances of program participants and members of a comparable nonpreschool group. At the time of this analysis, study participants were 16 years of age. Major questions addressed by the study were: (1) What effect does prekindergarten have on participants' school behavior in comparison to school behavior of members of the nonpreschool group? (2) Does prekindergarten participation improve economically disadvantaged children's performance to the extent that they achieve at a level comparable to that of children from a variety of socioeconomic backgrounds? (3) If prekindergarten leads to higher achievement, are the differential effects sustained over time? and (4) Does the achievement gap between the prekindergarten and nonpreschool groups widen as they progress through school? In this phase of the study, the effects of prekindergarten were traced from kindergarten though ninth grade. The findings show that prekindergarten participation sets in motion a linear path of effects that leads to improved academic performance through the beginning of high school. Citations number 32. (RH)

ED 327 366 RC 017 953

Profiles on Rural Education in the Seven State Mid-Continent Region.
Missouri Univ., Columbia. Office of Social and Economic Data Analysis.
SPONS. AGENCY- Mid-Continent Regional Educational Lab., Aurora, CO.
PUB DATE- 90
NOTE- 88p.; Some maps may not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Access to Education; Data Collection; Educational Finance; *Educational Improvement; Elementary Secondary Education; Profiles; Rural Areas; *Rural Education; *Rural Schools; School Administration; School Demography; *School Districts; School Effectiveness; State Action; State Standards
IDENTIFIERS- Colorado; Kansas; Missouri; Nebraska; North Dakota; South Dakota; Wyoming

Based on interviews with State Education Department personnel, this report presents information regarding the status of rural education in the seven-state region (Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming) served by the Mid-Continent Regional Laboratory. Of the 2,400 school districts in this region, 93 percent fit the federal definition of rural, enrolling 2,500 or fewer students. Seventy percent of the districts enroll fewer than 500 students; 51 percent enroll fewer than 250 students and 31% enroll 100 or fewer students K-12. The major challenge to rural education is to expand the range of options for addressing the rural small school problem without further consolidation. The first section of the report reviews state educational policies affecting rural education. It describes each state's policy on rural school finance, transportation, teacher supply, accreditation standards, school consolidation, improvement, facility building, rural school interests, and new initiatives. The second section focuses on rural school improvement efforts, including improvement of personnel, statewide administrative changes, financial support, school personnel, and special programs at school level. Section 3 profiles each state's social and economic environment, its schools and its students, based on a synthesization of statistical data at state, regional, and national levels. The final sections describe the datasets and their limitations and plans for further information management and development. The appendix contains 12 maps on the region's school demography. (ALL)

ED 327 123 HE 024 155

Robbins, Rebecca L., Ed.
The NEA 1991 Almanac of Higher Education.
National Education Association, Washington, D.C.
PUB DATE- 91
NOTE- 183p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) o
DESCRIPTORS- Athletics; Collective Bargaining; College Administration; College Faculty; Court Litigation; Degrees (Academic); Educational Legislation; Educational Policy; *Educational Trends; *Enrollment Trends; Federal Aid; *Higher Education; Scores; Standardized Tests; State Aid; Teacher Salaries
IDENTIFIERS- Almanac

Reports and statistical data summarizing the major trends and events of 1990 with regard to higher education are presented in four main sections, each with a number of subsections. The topics covered in section 7, "The Academy: A Statistical Profile," are as follows: enrollments expected to reach new peak in 1991; enrollments trend line still upward; California, New York still lead nation; recent ethnic trends vary; bachelor's degrees in social sciences lead way in 1988-89; education remains fastest-growing field for master's degrees; only slight gains in doctoral degrees registered in 1987-88; the third consecutive decline in first professional degrees was reported; faculty salary rate of increase up slightly: faculty salary bargaining differential over $6,000; more part-time faculty and students at community colleges; 1989 patterns repeated in 1990 for Scholastic Aptitude Test and American College Testing scores; no change in endowments; state higher education appropriations down only in Massachusetts; and federal higher education appropriations show a nominal increase. Section 2, "Review of the Year," covers the following: campus trends, 1990 highlights; a higher education chronology, 1989-90; higher education legislation, 1989-90; Supreme Court decisions, 1989-90; and National Association of Intercollegiate Athletics (NAIA) and National Collegiate Athletic Association (NCAA) team competition winners. This section also contains a selected bibliography of higher education books. Section 3, "Resources and References," covers forthcoming academic meetings in 1991, higher education journals, and reference aids, and fellowship sources for higher education faculty. In the final section, "National Education Association (NEA) and Higher Education," subtopics considered are: higher education reform, NEA policy statements and higher education reform, NEA Advisory statement; NEA resolutions, legislative program; NEA statement on community college governance; minority mentoring; a common university economic/social policy, the Standing Committee on Higher Education; NEA membership and benefits; and NEA higher education journal; the National Council for Higher Education; and NEA higher education bargaining units). (GLR)

Michaelson, Herbert B.

How To Write & Publish Engineering Papers and Reports, Third Edition.

PUB DATE- 90
NOTE- 230p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; Content Area Writing; *Desktop Publishing; *Engineering Education; Higher Education; Professional Development; *Publications; Scholarly Journals; *Technical Writing; *Writing for Publication; Writing Skills

This book discusses the updated methods of technical communication and the recent trends in the field of engineering. The first three chapters discuss the motivations and objectives of communication. Chapters 4 through 17 explain in detail the techniques of planning and writing engineering documents. Later chapters deal with matters of publication and the writer's use of current technologies. The following topics are discussed: desktop publishing, collaborative writing on computer networks, the internal technical proposal, and professional ethics. (KR)

ED 327 059 FL 019 011

Birdsong, David

Universal Grammar and Age Effects in Second Language Acquisition: A Response to Flynn and Manuel.

PUB DATE- Feb 89

NOTE- 22p.; Paper presented at Annual Meeting of the Second Language Research Forum (Los Angeles, CA, February 23-26, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Grammar; *Language Research; *Language Universals; Linguistic Theory; Second Language Learning

This response to a paper concerning age-related effects and their relationship to universal grammar (UG) in second language (L2) acquisition looks first at both the paper in question and research on UG and L2 acquisition in general. After these observations, discussion focuses on the following four topics in relation to the paper: (1) the notions of a "critical period" and "age-dependents effects" in language acquisitions; (2) the notion of success in UG/L2 theory; (3) evidence from speech and speech perception; and (4) evidence from judgments of grammaticality. It is concluded that while the study suggests that linguistic theory offers promising avenues of inquiry into the course of age-related differences, it also lacks clarity, rigor, and finesse. (MSE)

ED 327 076 HE 024 089

Frost, Susan H.

Educational Improvement through Academic Advising: Advisor Attitudes and Practices That Make a Difference.

PUB DATE- 12 Oct 90

NOTE- 17p.; Paper presented at the Annual Conference of the Southern Association for Institutional Research (Ft. Lauderdale, FL, October 10-12, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Advising; Educational Counseling; Educational Improvement; *Faculty Advisers; Higher Education; Liberal Arts; Nondirective Counseling; Single Sex Colleges; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship; Womens Education

The study examined the advising attitudes and practices of faculty members identified as developmental advisors at two women's liberal arts colleges. Developmental advising, as distinguished from prescriptive advising, was defined as a relationship based on shared responsibility in which students participate in the academic planning process. Advisors were trained and served in extended freshman orientation and advising programs. Students then completed the Academic Advising Inventory, which identified those advisors using a developmental approach, and 38 of those advisors completed the specially developed Academic Advisor Survey. Activities identified in the frequency distribution of responses suggest that developmental advisors use the academic advising relationship to: (1) involve students in their individual college experiences, including advising; (2) explore with students those factors contributing to student success; and (3) display interest in students' academic and extracurricular progress. Developmental advisors cluster their activities around individual concerns such as out-of-class activities, classroom experiences, and personal values. Tables detail the frequency distribution and factor loadings of survey responses. (27 references) (DB)

ED 327 139 IR 014 758

Swan, Karen; Black, John B.
Results of Four Studies on Logo Programming, Problem Solving, and Knowledge-Based Instructional Design.

PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Computer Assisted Instruction; Educational Strategies; Elementary Secondary Education; Graduate Students; Higher Education; Microcomputers; *Problem Solving; Programing Languages; *Thinking Skills
IDENTIFIERS- *LOGO Programing Language

The results of four research studies conducted with subjects ranging in age and ability from elementary to graduate school students demonstrate that Logo programming environments can be instrumental in the development of five particular problem solving strategies: (1) subgoals formation; (2) forward chaining; (3) systematic trial and error; (4) alternative representation; and (5) analogy. In fact, computing environments may be uniquely conducive to the development of such skills, in that they can support quasi-concrete, malleable representations of abstract strategies that can help learners bridge the gap between concrete and formal understanding. Results also indicate, however, that problem solving strategies will not be developed through Logo programming alone, but rather must be explicitly taught and practiced. (11 references) (Author/DB)

ED 327 156 IR 014 780

Helsing, Cheryl; And Others
Computer User's Guide to the Protection of Information Resources. NIST Special Publication 500-171.
National Inst. of Standards and Technology, Gaithersburg, MD.
PUB DATE- Oct 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Access to Information; *Computer Networks; *Confidentiality; Databases; *Information Management; Information Retrieval; Microcomputers; *Users (Information)

Computers have changed the way information resources are handled. Large amounts of information are stored in one central place and can be accessed from remote locations. Users have a personal responsibility for the security of the system and the data stored in it. This document outlines the user's responsibilities and provides security and control guidelines to be implemented. These protective measures include: (1) protect user area; (2) protect user password; (3) protect user files; (4) back up user data; (5) lock up storage media containing sensitive data; and (6) report security violations. (DB)

ED 327 230 JC 910 043

Linksz, Donna
Institutional Inventory: Principles for Good Practice in Undergraduate Education, Fall 1990.
Catonsville Community Coll., MD. Office of Institutional Research.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Standards; College Curriculum; *College Environment; College Faculty; Educational Facilities; *Employee Attitudes; *Faculty College Relationship; Full Time Faculty; *Institutional Characteristics; Knowledge Level; Questionnaires; School Personnel; School Surveys; Student Personnel Services; *Teacher Attitudes; Two Year Colleges; Undergraduate Study

In 1990, a survey of full-time faculty and staff was conducted at Catonsville Community College (CCC) in Maryland to assess perceptions of the college's climate, academic practices, curriculum, faculty, academic and student support services, and facilities. The "Seven Principles for Good Practices in Undergraduate Teaching" instrument was completed by 106 employees, split almost evenly between teaching staff and non-teaching staff. Study findings included the following: (1) with respect to college climate, only 20.8% of the respondents indicated that there were "often" functions on campus when students and faculty got together informally, and only 33.1% felt that administrators "often" recognized faculty and student contributions to institutional policies and practices; (2) many statements in the Academic Practices section received high proportions of "don't know/does not apply" responses, including statements related to comparative salary levels for male and female staff, limitations on the number of incompletes a student may carry, and institutional assessment of changes in students' knowledge and competence during their attendance; (3) the section on Curriculum revealed that CCC does not have many instances of independent study, contract learning, mastery learning, cooperative work programs, or internships; (4) the Academic and Student Support Services section had the largest number of statements with many "don't know/does not apply" responses, including statements dealing with orientation, financial aid, student activities, and advisement; (5) the largest perceived problem in the Facilities area was parking; and (6) the responses of teaching and non-teaching staff were similar on 53 of 66 statements. The survey instrument is appended. (AYC)

expenditures report is appended. (GFW)

ED 327 243 JC 910 056

Fall 1990 Salary Survey Report for the Illinois Public Community
Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 91
NOTE- 48p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Faculty Workload; Fringe Benefits; Full Time Faculty; Part Time Faculty; *Salaries; *School Personnel; State Surveys; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

Information on the fall 1990 salaries and benefits of faculty, staff, and administrators employed in the Illinois public community college system is presented in this report. After introductory material summarizes the report, statewide and institutional data are provided on: (1) fiscal year (FY) 1991 contractual base salaries for full-time faculty; (2) FY91 part-time faculty salary rates and full-time faculty overload and summer term rates; (3) salaries based on FY91 salary schedules for full-time faculty with a master's degree; (4) institutional policies related to faculty salaries and contracts; (5) FY91 contractual base salaries for non-instructional, professional staff; (6) FY91 contractual base salaries for administrative staff; (7) salaries paid to selected administrators during FY91; (8) FY91 monthly classified staff salaries; (9) fringe benefits for full-time employees; (10) FY91 mean percentage salary increases; (11) FY90 average total salary actually paid; and (12) statewide average annual contractual salaries and salary percentage increases for FY87 to FY91. Highlighted findings indicated that the weighted average salary for full-time faculty on a 9-month contract was $40,434, for administrators on a 12-month contract was $44,925, and for non-instructional staff on a 9-month contract was $39,887. The value of fringe benefits paid for these three employee groups was $3,450, $3,916, and $3,386, respectively. Extensive data tables are included. (GFW)

Butler, Joan M.; Handley, Herbert M.
Effects of Retention on Achievement and Self-Concept of Kindergarten and First Grade Students.
PUB DATE- Nov 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Elementary School Students; *Grade 1; *Grade Repetition; *Kindergarten; Primary Education; *Self Concept; Student Promotion

This study compared academic achievement and self-concept of kindergarten and first grade students who had been retained with first graders who had not been retained. The academic achievement of kindergarten children who were retained was also compared with that of children socially promoted to first grade. Results indicated that both kindergarten and first grade students who were retained made gains in achievement by repeating their work. Kindergarten children who were retained scored higher in reading and mathematics than did children who were socially promoted to first grade. Self-concept scores for the children who had repeated a grade were not significantly different from those of promoted children. (PCB)

ED 327 383 SE 051 828

Goldberg, Susanne

Developing and Implementing a Parental Awareness Program To Enhance Children's Mathematics Performance and Attitude.

PUB DATE- 90
NOTE- 126p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; Elementary Education; *Elementary School Mathematics; Homework; *Learning Activities; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Parent Participation; *Parents as Teachers; Parent School Relationship; *Workshops

The goal of this practicum was to involve parents in their children's mathematics learning. To accomplish this aim, efforts were made to improve children's performance and attitudes toward mathematics; to enable teachers to recognize the value of activities and games as an alternate to learning by rote; and to offer opportunities for parents to participate in workshops in order to obtain the knowledge necesary to help their children with mathematics, to explore various activities, and to have a hands-on experience with math materials to use at home. The implementation consisted of meeting with children in grades three through six to introduce them to exciting and stimulating math activities in order to show them that math can be an enjoyable subject. Six workshops for parents were designed to discuss pertinent information and mathematical activities they could use at home to improve their children's achievement and attitude towards math. Measurement of objectives was achieved by observation; the feedback of children, teachers, and parents; and responses to an evaluation form designed to reveal parental reactions to the program. Included are the introduction, study of the problem, anticipated outcomes and evaluation instruments, solution strategy, results, discussion, and recommendations. Appended are the evaluation forms, recommendations for parents, letters to parents, description of number tricks, sample of children's activity sheets, description of games played, sample of activity sheets distributed to parents, and math challenges. (Author/KR)

ED 327 448 SO 030 335

Textbook Production and Distribution in the Pacific. Report of a Sub-Regional Seminar on the Production and Distribution of Textbooks and Other Related Teaching/Learning Materials (Nukualofa, Tonga, August 26-September 5, 1985).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86

NOTE- 75p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) o

DESCRIPTORS- Developing Nations; *Educational Development; Educational Policy; Elementary Secondary Education; Foreign Countries; Instructional Materials; *International Educational Exchange; *Textbook Preparation; *Textbook Publication

IDENTIFIERS- *Asia Pacific Region; *Textbook Design; UNESCO

This document offers the proceedings of a seminar in which participants from Fiji, Kiribati, New Zealand, Western Samoa, Tonga, Tuvalu, Australia, and the University of South Pactific met to discuss current and better practices for the production and distribution of textbooks and other teaching/learning materials. This seminar proceedings is divided into three chapters: (1) introduction; (2) summary of country experiences; and (3) problems, innovative approaches, and suggestions. Eight appendices also are included: (1) agenda; (2) participants; (3) the USP (University of South Pacific) extension services; (4) minimum requirements for staffing; (5) publication department of PIERC (Pacific Islanders Educational Resource Centre); (6) role of teachers' colleges; (7) requisitioning books in Fiji; and (8) basic equipment. (DB)

ED 327 466 SO 030 470

United States Government: United States Government I. AP American Government and Politics I.
Fort Worth Independent School District, Tex.
PUB DATE- 89
NOTE- 127p.; For related documents, see SO 030 471-476.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Placement Programs; Course Content; Course Descriptions; Curriculum Development; *Instructional Materials; Learning Activities; Political Science; Secondary Education; Social Studies; Student Educational Objectives; Teaching Methods; *United States Government (Course); *Units of Study
IDENTIFIERS- Fort Worth Independent School District TX

This curriculum guide to United States Government and Advanced Placement American Government and Politics in Fort Worth schools includes the following materials: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands which define specific expectations for students, prekindergarten through grade 12; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units that show the instructional planning/thinking processes used by teachers; and bibliographies, annotated lists of school and community resources, reading lists, and additional supplementary materials. (DB)

ED 327 485 SP 032 749

Guidelines for Implementation of Sex-Education Programs. A Handbook for Arizona School Districts.
Sex Education Advisory Council, Phoenix, AZ.
SPONS. AGENCY- Academy of Pediatrics, Phoenix, AZ. Arizona Chapter.; Flinn Foundation, Phoenix, AZ.
PUB DATE- May 88
NOTE- 75p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Administrator Role; *Curriculum Development; Elementary Secondary Education; Guidelines; Parent School Relationship; *Program Development; *School Community Relationship; *Sex Education; *Teacher Characteristics
IDENTIFIERS- *Arizona

This handbook offers school districts a suggested framework for planning the implementation of a sex education program with minimal funds, using existing teachers, and building on existing support among parents, students, faculty, and administrators. In the first section of the guide, the planning and implementation process is briefly described, clarified by a chart which suggests a timeline for implementation. Sections 2 through 6 cover the following topics: assessment of readiness for development of a sex-education curriculum; building community involvement and parental support; building administrative involvement and support; developing an effective and acceptable curriculum (sex education matrix); and teacher selection and training. Appendixes include the following materials: a sex education survey; the Arizona State Board of Education Rule; a sample parental consent form; sex education resource materials; and sample questions for evaluating a sex education program. (JD)

ED 327 091 HE 024 108

Chandler, Theodore A.; Spies, Carl J.

Are Sociology and Psychology Students Different in the Relationship of Attribution, Expectancy, Performance and Perceived Success to Study Strategies?

PUB DATE- 87

NOTE- 6p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Attribution Theory; College Students; Comparative Analysis; Expectation; Experimental Groups; Higher Education; Learning Strategies; Notetaking; Psychology; Reading Habits; Sociology; *Student Attitudes; *Student Motivation; Study Habits; *Test Results; *Test Wiseness; Undergraduate Students

Undergraduate students in sociology (N=59) and psychology (N=50) participated in a study at a large midwestern university to determine if the pattern of attributional assignment, expectancy, performance, and perceived success was different in these two groups of undergraduates. Prior to taking the first of three exams each student was asked how they expected to perform on the test. Before taking exams 2 and 3, they were questioned as to whether, based on the results of the first test, they did anything different in preparing for these exams. The results showed several differences between the two groups in relation to their preparation: of the eight changes in preparation strategies students had to choose from, the two groups differed in the use of five of them. Additionally, task, luck, and effort were the preferred attributions for the psychology students, while knowledge and ability where preferred by sociology students. The study demonstrated that the use of psychology students as representatives of all undergraduates is not justifiable. Nine references. (GLR)

ED 327 107 HE 024 127

McCormick, Richardson P.
Black Student Protest Movement at Rutgers.
Rutgers, The State Univ., New Brunswick, N.J.
PUB DATE- 90
NOTE- 155p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - General (140)
DESCRIPTORS- *Access to Education; *Activism; Black History; *Black Students; Civil Rights; Educational History; Higher Education; Institutional Research; Minority Groups; Racial Discrimination; Racial Integration; *School Boycotts; State Universities; *Student College Relationship; *Student Organizations
IDENTIFIERS- Rutgers the State University NJ

Rutgers University commemorated the twentieth anniversaries of the Black Student Protest Movement and the Educational Opportunity Fund in the academic year 1988-1989. This book presents a historical overview of the movement from the 1960s to the present. Seven chapters examine and discuss the activities of the movement, factors and forces which influenced its emergence, the various strategies employed by the movement to improve African-American access to higher education at Rutgers, and its subsequent achievements. Appended are five documents describing grievances and demands of the movement during the period 1968-1969. Chapter references are included. (LT)

ED 327 188 IR 053 363

PEB Exchange. Number Nine.
Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.
PUB DATE- Jun 90
NOTE- 13p.; Photographs and figures will reproduce poorly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Facility Planning; Foreign Countries; Innovation; *Learning Resources Centers; *Library Facilities; *Library Role; Media Specialists; *School Libraries; Shared Resources and Services; *Technological Advancement
IDENTIFIERS- Australia; Austria; France; Netherlands; United Kingdom

The ''information revolution'' has brought in its wake a reassessment of the role and function of the traditional school library. The possibilities opened up by the new technologies have combined with new approaches to teaching and learning so that the library is no longer a mere repository of books to be visited when classes are over; rather, it is becoming a multimedia resource center in constant use for research and teaching on a variety of topics. The first article in this issue is ''Innovation in France: Centre de documentation et d'information'' (M. Treffel), which describes the new relationships that have developed between teachers and documentalists. The succeeding articles, which give examples of how the new role is being translated into practice in Australia, the United Kingdom, and Austria, in various types of institutions, and in both new and converted buildings are: (1) ''Innovations in School Library Design in Western Australia'' (Peter Barrett); (2) ''Weald College, Harrow'' (Paul Lenssen); (3) ''St. Machar Academy, Aberdeen'' (H. K. Wray); (4) ''In Austria: A Service for Pupils and Adults'' (Yohanna Hradej and Manfred Hinum); (5) ''Shared Use in Canberra'' (Michael Wilson); and (6) ''Renting Out Educational Accommodation'' and ''Research and Development in Educational Building'' (Robbert Coops). Four short news items relating to the Program on Educational Building are also included. (SD)

ED 327 271 PS 019 066

Positive Discipline. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education,
  Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE- 90
NOTE- 3p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC
  Information Analysis Products (070) Other/Miscellaneous (Not
  Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques;
  *Discipline; *Educational Practices; Elementary Secondary
  Education; *Self Esteem
IDENTIFIERS- ERIC Digests

This ERIC Digest suggests methods and language that can be used in handling difficult, but common, situations involving young children. Discussion focuses on: (1) 12 methods of discipline that promote self-worth; (2) the process of creating a positive climate that promotes self-discipline; (3) harmful and negative disciplinary methods; and (4) good approaches to discipline. It is argued that self-discipline is better learned through guidance than through punishment. (RH)

ED 327 322 PS 019 350

Presseisen, Barbara Z.; And Others
Learning and Thinking Styles: Classroom Interaction. NEA School Restructuring Series.
National Education Association, Washington, D.C.; Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- Nov 90
NOTE- 161p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Adjustment (to Environment); American Indians; *Classroom Techniques; *Cognitive Development; *Cognitive Processes; *Cognitive Style; Educational Practices; Educational Theories; Elementary Secondary Education; Epistemology; Ethnic Groups; Foreign Countries; Guidelines; Individual Differences; Student Evaluation
IDENTIFIERS- Cognitive Flexibility; Ethiopians; *Feuerstein (Reuven); Israel; Navajo (Nation); *Reflective Judgment; Yemenites

The five chapters of this book discuss children's development and learning. Chapter 1, by Barbara Z. Presseisen, raises fundamental questions about schooling and learning. Chapter 2, by Robert J. Sternberg, presents a theory of intellectual styles and discusses its relevance for education. The theory concerns the ways in which people use their intelligence and is based on a notion of mental self-government. Chapter 3, by Kurt W. Fischer and Catharine C. Knight, discusses skill theory as a tool for analyzing the development of children who vary in capacity, motivation, and emotional state, and act in specific contexts. The theory shows how children can exhibit both stagelike developmental levels and wide variations in performance. Chapter 4, by Reuven Feuerstein, outlines the critical elements of the theory of structural cognitive modifiability and the role of Mediated Learning Experience (MLE) in producing the plasticity and flexibility of adaptation that human beings call intelligence. Particular attention is given to MLE and the condition of cultural deprivation. Chapter 5, by Barbara Z. Presseisen, analyzes each theorist's position, examines practical aspects of education, and offers answers to questions raised in the first chapter. Implications of the emerging paradigm change in education are presented. (RH)

ED 327 353 RC 017 900

Sherblom, Elizabeth; Scully, Diana, Ed.
Business Climate and Development Ventures in Indian Country: The Case of the Passamaquoddy Tribe in Washington County, Maine.
Eastern Maine Development Corp.; Passamaquoddy Tribe - Pleasant Point Reservation, Perry, ME. Office of Training and Development.
SPONS. AGENCY- Administration for Native Americans (DHEW/OHDS), Washington, DC.
PUB DATE- Aug 90
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Adult Vocational Education; *American Indian Reservations; *American Indians; Business Administration; *Economic Development; Employee Attitudes; Employment Problems; *Entrepreneurship; Federal Aid; Federal Indian Relationship; Incentives; Labor Force Development; Labor Turnover; Tribal Sovereignty; Work Ethic
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Passamaquoddy (Tribe); Passamaquoddy Enterprise Zone Development Project

Economic self-sufficiency is the key to reviving and maintaining a strong Indian culture; therefore, the goal of the Passamaquoddy Enterprise Zone Project was to develop an understanding of the types of business that do well in the area and those that do not do well. The study used interviews with business managers as well as case studies of 12 existing businesses. Positive factors affecting the business climate were: a large "captive" labor force; tax free status; federally funded training programs through the Carl D. Perkins Vocational Training fund; availability of space; preferential government contracts; priority for federal grants; and the Tribe's financial assets, which make leveraging possible. Deterrents for prospective businesses were: social problems in the Tribe; inadequate infrastructure (water and sewage); geographic isolation; potential lack of support by tribal government; and lack of a sizable skilled and reliable work force. The three types of businesses in the case studies were: joint ventures between the Tribe and private firms; Indian-owned entrepreneurships; and tribal enterprises. The appendix, which makes up over three-fourths of the document, describes each business in terms of business history, business operation, work force, goals and expectations, and findings and conclusions. (KS)

ED 327 400 SE 051 847

Mathematics Curriculum Guide K-6. Bulletin 1986, No. 47.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 86
NOTE- 763p.; For related documents, see SE 051 846-852.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Arithmetic; Course Content; Elementary Education; *Elementary School Mathematics; Geometry; Graphs; Instructional Materials; Kindergarten; *Learning Activities; *Mathematical Concepts; Mathematics Education; Mathematics Skills; Number Concepts; Numbers; Probability; Problem Solving; Ratios (Mathematics); Standardized Tests; State Curriculum Guides; Statistics; *Teaching Methods
IDENTIFIERS- Alabama

This guide is designed to help classroom teachers implement the Alabama Course of Study: Mathematics K-12. It is inclusive also of the objectives tested by the Stanford Achievement Tests and the Alabama Basic Competency Tests. One characteristic of the curriculum guide is that it clearly states what students should learn in each grade level. These objectives are called student outcomes and appear in the table of contents. The majority of the material, however, consists of classroom activities that lead students to the desired outcomes. The curriculum guide specifies what to teach as well as ways to teach it. Each section of the guide contains a specific table of contents, which lists what students should learn; activities; original sources; and student outcomes. Activities are preceded by a description of the area of mathematics covered, the specific student outcomes that are addressed in the activities, and notes for the teacher, which convey information important for effectively carrying out the activities. Topics include numeration, arithmetic, fractions, time, measurement, money, geometry, decimals, ratio, proportion, percent, graphs, statistics, and probability. (KR)

ED 327 415 SE 051 862

DeBower, Carrol E.; DeBower, Kari L.
A Decalogue for Teaching Mathematics. Fastback Series 309.
Phi Delta Kappa, Bloomington, Ind.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Algebra; Calculators; Cognitive Development; Computer Uses in Education; Concept Formation; Cooperative Learning; Elementary Education; Estimation (Mathematics); *Manipulative Materials; *Mathematical Applications; Mathematics Achievement; *Mathematics Instruction; Mathematics Skills; Probability; *Problem Solving; Statistics; *Teaching Methods; Thinking Skills; Visual Aids

Reasons for poor performance in mathematics by students in the United States are discussed. According to the authors, too many students never experience arithmetic at a physical, concrete level. Students are drilled in arithmetic facts without any meaningful context and are given few opportunities to use numerical concepts in real-life applications. Described in this fastback in the form of a Decalogue, or ten commandments, are methods that can be used to teach mathematics successfully. These commandments hold for every grade level including postsecondary mathematics. Topics include: (1) the use of manipulatives and visuals; (2) cooperative learning models; (3) diagnosis of student development; (4) unit plan development; (5) problem solving; (6) algebra and geometry; (7) the use of computers and calculators; (8) mental computation, estimation, and measurement; (9) probability and statistics; (10) integration of skills and techniques from different branches of mathematics. (KR)

ED 327 432 SO 021 170

Baker, Frederick J.
Internationalizing Public Education: Past Practices, Present Programs, and Future Promises.
PUB DATE- 90
NOTE- 16p.; Presented at the Annual Conference of the Comparative and International Education Society (March 22-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Curriculum Development; *Educational Development; Elementary Secondary Education; Foreign Countries; Foreign Culture; *Futures (of Society); Global Approach; Higher Education; International Education; *International Studies; *Multicultural Education; Public Education; Social Studies; World Affairs; World Problems
IDENTIFIERS- *Global Education

As the world becomes increasingly interdependent, the role of public education in the United States becomes correspondingly vital. In order for the United States to function in such a world its young persons, the leaders of tomorrow, must be able to understand how such a world works. Yet, as recent studies have show, the youth of the United States are woefully underexposed to other countries' languages and cultures, and to U.S. foreign policies. Many states have been responding to this need through the establishment of commissions to recommend ways of introducing broader instruction in international studies into schools, or have mandated some form of international education in all grades, from kindergarten through high school. A multitude of issues concerning global education has yet to be fully addressed, however, including specific questions as to teacher training and curriculum design and development. Comprehensive changes in education is implicit in the need for a more globally literate U.S. citizenry. (DB)

ED 327 060 FL 019 012

Tolson, Andrew; Ammon, Ulrich
Approaches to Language in Cultural Studies and Probleme soziolinguistischer Theoriebildung am Biespiel von Dialekt und Einheitssprache = Problems of Approaching Sociolinguistic Theories by using Dialects and Standard Language as Examples. ROLIG-papir 10.
Roskilde Univ. Center (Denmark).
PUB DATE- Dec 77
NOTE- 50p.
LANGUAGE- German; English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Differences; Cultural Education; *Dialects; Discourse Analysis; Foreign Countries; *Linguistic Theory; *Standard Spoken Usage; *Vocabulary; *Working Class
IDENTIFIERS- *United Kingdom

The first paper focuses on the study of British working class speech, and highlights research on the topic. It is suggested that a culture is identified through its organizing concept, and that it is necessary to determine how far culture is linguistic. The conclusion is drawn that it is not possible to make fundamental correlations between elements of language and society; language must be considered as a system with its own differential rules. Working class speech does not constitute a totality or express the spirit of the working class itself. It is necessary to consider how class identities are constructed, discursively, by the positioning of subjects within discursive practices. The second paper discusses some of the prerequisites for the construction of a sociolinguistic theory. The goal of such a theory would be a systematic, predictive explanation for the conditions that account for socially motivated differences in language. The establishment of terminology--one of the prerequisites for the theory--is illustrated in the definition of the relationship between "Dialect" and "Standard." Further subcomponents in sociolinguistic theory are proposed, along with the Dialect/Standard dichotomy, in terms of the requirements of the modern workplace. (JC)

ED 327 157 IR 014 781

Ryba, Ken; Anderson, Bill

Learning with Computers: Effective Teaching Strategies.

International Society for Technology in Education, Eugene, OR.
PUB DATE- 90
NOTE- 105p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Computer Assisted Instruction; Computer Games; Databases; *Educational Strategies; Elementary Secondary Education; Socialization; Spreadsheets; Teacher Role; *Thinking Skills; Word Processing
IDENTIFIERS- LOGO Programing Language

The purpose of this guide is to explain how to use computers to promote the development of effective learning and thinking skills. The emphasis in this discussion of computer assisted instruction is on the social side of learning rather than the technical aspects of using computers. Chapter titles are: (1) "A Strategies Approach to Effective Learning and Thinking"; (2) "The Role of the Teacher in a Computer Strategies Approach"; (3) "Strategies for Teaching Thinking Skills with Computers"; (4) "Strategies for Teaching Social Skills in the Computer Environment"; (5) "LOGO and the Development of Thinking Skills"; (6) "Adventure Games and Thinking Skills"; (7) "Word Processing and Thinking Skills"; (8) "Computer Communications and the Development of Thinking Skills"; (9) "Databases and Effective Thinking"; and (10) "Spreadsheets as Tools for Thinking." Citations for additional readings from "The Computing Teacher" are also provided. (87 references) (DB)

ED 327 203 IR 053 380

The National Coordinated Cataloging Program: An Assessment of the Pilot Project.

Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Aug 90
NOTE- 70p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; Cost Effectiveness; *Economic Factors; Higher Education; *Information Storage; Library Automation; Library Collections; *Machine Readable Cataloging; *Online Catalogs; Pilot Projects; *Standards; Tables (Data)
IDENTIFIERS- Library of Congress; *National Coordinated Cataloging Program

This report is an assessment of the National Coordinated Cataloging Program (NCCP)--a pilot project to test the idea that a set of libraries, working with the Library of Congress, can produce complete and accurate cataloging records to national standards for national distribution--and is composed of several papers and a summary report by the Bibliographic Services Study Committee (BSSC). Questions and issues addressed are: (1) the kinds of titles that should be covered by NCCP; (2) how many libraries should be in NCCP; (3) how the costs and savings of NCCP can be optimized; (4) whether the Library of Congress and the participants hold a common view of the optimum standard for a national-level quality record; (5) economic aspects of the pilot project; (6) an overview of other data considered; (7) a survey of copy cataloging practices at Association of Research Libraries (ARL) libraries; and (8) costs and cost benefits of distributed cataloging to Library of Congress standards. Tables, figures, references, and appendices are included in some chapters. (MAB)

ED 327 257 JC 910 073

Frank, Jean M.
Follow-Up of 1989 Graduates. Research Report Number 69.
Howard Community Coll., Columbia, Md.
PUB DATE- Feb 91
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Choice; *College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; *Employer Attitudes; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Personnel Evaluation; Program Effectiveness; Questionnaires; *Student Characteristics; Two Year Colleges; Two Year College Students

In spring 1990, a survey was conducted of all 247 students who had received an associate degree or certificate from Howard Community College (HCC) during fiscal year 1989. The purpose of the study was to evaluate programs and student services at HCC by collecting and analyzing data on the experiences and various outcomes of the college's graduates. A follow-up survey was also conducted of 25 employers of 1989 graduates. Major findings, based on a 42% adjusted response rate from the graduates and a 48% response rate from their employers, were as follows: (1) all respondents indicated that they had achieved their most important academic goal either completely or partly; (2) in ratings of various aspects of the college, the overall quality of the college, and the quality of classroom instruction and English skills improvement courses received the highest positive responses; (3) 74% of the respondents who entered HCC with a goal of preparing for transfer achieved their goal within one year of graduating; (4) at their transfer institution, 80% of the respondents were enrolled in the same or a related field as their program at HCC, and 74% reported a grade point average of 3.0 or higher; (5) 76% rated HCC's transfer preparation as good or very good; (6) all respondents reported having achieved their employment goals within a year after graduating from HCC; (7) over 75% of the employed respondents were working in the same or a related field as their HCC program; and (8) all responding rated HCC graduates as good or very good in their ability to learn, knowledge of specific technical job skills, and ability to solve problems. The graduate and employer survey questionnaires are included. (JMC)

ED 327 258 JC 910 074

ED 327 288 PS 019 252

The Useful Charter Book for Early Childhood Centres and Groups: A Practical Guide to Developing and Writing Charters.
Early Childhood Development Unit, Wellington (New Zealand).
PUB DATE- Jul 90
NOTE- 94p.; Based on "The Very Useful Book for Childcare Centres on Charters" by Caryl Hamer.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Administration; Budgeting; *Certification; Conflict Resolution; *Early Childhood Education; Educational Change; Educational Innovation; *Educational Objectives; Educational Policy; Foreign Countries; Guidelines; *Program Development; Program Evaluation; Resource Materials; Standards
IDENTIFIERS- *Chartering Process; *New Zealand

This practical guide to developing and writing charters was prepared for New Zealand's early childhood educators. Charters differ from licenses. In order to become licensed, early childhood groups must demonstrate that they have fulfilled a number of minimum standards. But in order to receive a charter, licensed, operating, and registered groups must show that they are planning to improve or are continuing to meet specific criteria in the areas of early childhood management and curriculum. Personnel can use this guide in conjunction with the Early Childhood Management Handbook in order to: (1) work toward meeting minimum standards for licensing; (2) assemble information needed to write charter documents; (3) improve consultations with staff, parents, and community; and (4) make decisions about organizing the staff and center, drawing up a budget, and establishing a basis for evaluating center programs and processes. Other topics covered in the guide include the new structure for education in New Zealand; the case for early childhood education; objectives; the process of moving from license to charter; the process of settling differences; and the process of writing the charter document. Appendix 1 provides policy statements from the New Zealand Childcare Association, while Appendix 2 lists resources and books. (RH)

ED 327 305 PS 019 302

Burke, Michael, Ed.
Solutions: An Overview of the Academy's Three-Part Access to Care Campaign. AAP Special Report.
American Academy of Pediatrics, Evanston, Ill.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Responsibility; *Child Advocacy; *Childhood Needs; Community Programs; *Federal Legislation; Federal Programs; *Health Services; Models; Profiles; *Publicity
IDENTIFIERS- American Academy of Pediatrics; Grant Recipients; Medicaid; *Program Characteristics

This report provides an overview of the American Academy of Pediatrics' three-part access to health care campaign. To ensure that legislative action benefits children, the academy has developed a legislative proposal that serves as a benchmark for health reform initiatives. This special report provides an outline of the proposal and describes some families the access campaign is designed to help. An overview is provided of two community-based access programs: Healthy Children (9 model programs) and Healthy Tomorrows (20 award-winning programs). These programs are designed to address system barriers by forging model private-public partnerships that address local access problems. Finally, the report provides an overview of the public awareness component of the access campaign. This component will be designed to overcome the information barriers that many families face. (RH)

ED 327 338 PS 019 381

Standards for Implementing Quality Prekindergarten Education.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- 89
NOTE- 44p.; For related documents, see PS 019 382-383.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Accountability; Comprehensive Programs; *Educational Quality; Family School Relationship; Instructional Materials; Learning Centers (Classroom); *Preschool Education; Program Administration; *Program Implementation; *Public Schools; Staff Development; *Standards; State Programs
IDENTIFIERS- *Maryland

These standards are provided to promote the achievement of excellence in Maryland's public school prekindergarten programs. To that end, this document delineates standards of quality and provides a list of indicators that concretely describe what a program will look like if the standards are being met. The standards and indicators address seven areas, all of which have been shown to contribute to quality in programs for young children. The areas are program administration, prekindergarten program operation, home-school cooperation, staff development, continuity of learning, program accountability, and comprehensive programing. Standards are offered as a compendium of appropriate practices for working with young children and their families, as a tool for self-study and appraisal, and as a guide for developing new programs, assessing the strengths and weaknesses of existing programs, and identifying and recognizing programs that meet standards of quality. An appendix lists the minimum contents of a well-supplied library, reading/writing, mathematics, housekeeping, grocery store, blocks, sand table, water table, games/puzzles, and art learning centers in the prekindergarten classroom. Citations number 85. (RH)

ED 327 367 RC 017 957

Report of the National Action Commission on the Mental Health of Rural Americans. Rural Mental Health: The Time for Action is Now.
National Mental Health Association, Alexandria, VA.
SPONS. AGENCY- Pioneer Hi-Bred International, Inc., Des Moines, IA.; Rollin M. Gerstacker Foundation, Midland, MI.
PUB DATE- 88
NOTE- 40p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Clinics; Mental Health; *Mental Health Clinics; *Mental Health Programs; Qualitative Research; *Rural Areas; Rural Education; Rural Farm Residents; Rural Nonfarm Residents; *Rural Population

In the early 1980s, local affiliates of the National Mental Health Association in states with large rural populations began to notice sharp increases in incidences of suicide, family violence, alcohol abuse, depression, and other psychological and emotional problems. These problems may link to negative economic conditions in rural America. In 1987, the National Action Commission on the Mental Health of Rural Americans studied the issue by reviewing the research and data on the incidence and prevalence of psychological and emotional problems in rural America. Based on two hearings held by the Commission, this document describes the social economic changes and related mental health issues in 1980's rural America. The information was analyzed in the context of the existent mental health service system in rural America. A set of recommendations were made for improving access to mental health care for rural Americans and enhancing the quality of services available to this population. Eighteen recommendations are in five categories: (1) legislative and administrative changes for improving service delivery; (2) state-wide planning on funding rural mental health service and the lawful coverage of mental health insurances; (3) public education including training general caregivers and resource people, encouraging mental health service use by reducing the stigma placed on service facilities, and linking rural mental health agencies to school systems to provide information and assistance; (4) increasing funding to expand training and to secure placement of rural professional mental health personnel; and (5) targeting a significant portion of the funds of the National Institute of Mental Health on clinical and service research dealing with rural issues. (ALL)

ED 327 077 HE 024 090

Eckermann, Carol A., Ed.
"Pathways to Excellence in Teaching and Learning." Proceedings from the Annual MCLCA Conference (4th, Evanston, Illinois, October 11-13, 1989).
PUB DATE- *Oct 89*
NOTE- *79*p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Research; College Instruction; Curriculum; Educational Trends; Higher Education; Learning Processes; *Learning Resources Centers; Medical Students; Personality; Reading; Test Anxiety; *Testing; *Tutorial Programs
IDENTIFIERS- *Midwest College Learning Center Association

This report of a conference dedicated to the growth of professionalism within the field of learning assistance begins with a brief introduction reviewing the origins and objectives of the sponsoring association, followed by 10 representative papers. The papers have the following titles and authors: "The Classroom Research Project: Results at the Three-Quarters Mark" (K. Patricia Cross, Thomas A. Angelo); "Understanding Personality: A Tool for More Effective Learning and Teaching" (Maureen Kelly, Sally Daniels); "Learning Assistance for Medical Students" (Wilton A. Barham and others); "Tutors and Tutees: Learning Together" (Julia Beyeler, Ruth Dean); "Managing Student Learning: The Teacher as Curricular Expert" (Jay Einhorn); "The Key to Success: A Nontraditional Reading Program" (Jean-Louise Gustafson, Christine Poziemski); "Tutor Training: Tutor Training Workshop" (Muriel Harris, Sharon Silverman); "Test Anxiety: What It Does and What Can Be Done" (Marjorie Roth Leon, Rita M. Weinberg); "Tests That Teach" (Michael Meyer); and "Education: A Vision for the Future" (Scott A. Levin). Many papers include references. (DB)

ED 327 108   HE 024 129

DeJong, Arthur J.
Reclaiming a Mission: New Direction for the Church-related College.
PUB DATE- May 90
NOTE- 169p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Christianity; *Church Related Colleges; Church Role; Curriculum Development; Educational Objectives; *Educational Planning; Higher Education; *Institutional Mission; Program Development; Religious Factors; Social Change; Values Education

The need for church-related colleges to assert their distinctive Christian agenda in the marketplace of higher education is explored. It is noted that the church-related college once followed notions that education should be value free and that academe should be divided into separate disciplines and specializations according to the Cartesian-Newtonian paradigm; this paradigm is critically analyzed. The book is divided into three parts. Part 1 describes what happened after World War II in American society, in the mainline Protestant denominations, and in higher education. It concludes with a critical analysis of the public university, the church-related college, and the relationship between the mainline Protestant denominations and American higher education. Part 2 prescribes a new raison d'etre for the church-related college by pointing it toward basic Christian tenets and toward the post-modern science paradigm, and by asking the church-related colleges to develop a new relationship with America's pluralistic society. Finally, in part 3, the book suggests ways in which church-related colleges can build their programs according to the principles posited, and argues that these colleges must seek to foster the growth of students as whole persons, focusing on their spiritual/moral as well as intellectual development. (GLR)

Swan, Karen; And Others
Perceived Locus of Control and Computer-Based Instruction.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). For a related paper, see IR 014 761.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Basic Skills; *Computer Assisted Instruction; *Educationally Disadvantaged; Elementary Secondary Education; Individualized Instruction; Intervention; Interviews; *Locus of Control; Remedial Instruction; *Student Attitudes
IDENTIFIERS- *Computer Pilot Program NY; *New York City Board of Education

Research on perceived locus of control indicates that there is a positive correlation between internal locus of control and a variety of cognitive behaviors associated with academic achievement, that the perceived locus of control of educationally disadvantaged students is more external than average, and that the perceived locus of control of such students can be made more internal through intervention. Findings also suggest that computer based instruction (CBI) classroom environments that are student-centered and cooperative, and promote individualized instruction, may change the perceived locus of control of the students involved to one in which they believe themselves to be more in control of their own learning. Analyses of interviews conducted with 197 teachers and 718 students participating in New York City's Computer Pilot Program for educationally disadvantaged students in grades 3-12, the standardized test scores of 3,795 students, and classroom observations support the efficacy of CBI for the delivery of basic skills remediation to these students. It is suggested that the success of the CBI programs evaluated is derived at least in part from the effects of the CAI environment on the students' perceptions of control over their own learning. (28 references) (DB)

ED 327 173 IR 014 799

Braun, Ludwig
Vision: TEST (Technologically Enriched Schools of Tomorrow). Final Report: Recommendations for American Educational Decision Makers.
International Society for Technology in Education, Eugene, OR.
PUB DATE- Oct 90
NOTE- 49p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Environment; Educational Administration; *Educational Change; *Educational Improvement; *Educational Technology; Elementary Secondary Education; Higher Education; High Risk Students; *Instructional Effectiveness; Interviews; Literature Reviews; Naturalistic Observation; Videotape Recordings

In March 1990, the International Society for Technology in Education (ISTE) carried out a study of the potential that technology offers to education at all levels. This project was known as The Vision: TEST (Technologically Enriched Schools of Tomorrow). Data for the study were collected via a review of the applicable literature, visits to schools throughout the United States to videotape and observe the ways in which technology is playing a role in creating exciting learning environments, discussions with many people with expertise over the spectrum of relevant experience, and substantial dialogue with approximately 150 experts. The purpose of project was to: (1) describe some of the ways in which technology can help improve education; (2) help educational decision makers and administrators identify steps they must take to change education; and (3) look at the economic impact of technology in education. Evidence of the instructional effectiveness of educational technology was examined, particularly in the case of high risk students, and five recommendations were made for educational decision makers. These recommendations include recognizing the need for improvement, making use of educational technologies, providing classroom environments conducive to learning, empowering teachers, and redesigning school systems so they can be managed more effectively. A list of the 150 experts who participated in The Vision: TEST is included. (DB)

ED 327 218 IR 053 488

Blakey, Elaine; Spence, Sheila

Developing Metacognition. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Ability; *Educational Environment; Elementary Secondary Education; Learning Resources Centers; *Learning Strategies; *Metacognition; Self Evaluation (Individuals); Student Behavior; Teaching Methods; *Thinking Skills
IDENTIFIERS- ERIC Digests

Studies show that metacognitive strategies can increase learning skills and that independent use of these metacognitive strategies can be gradually developed in people. The school library media center is the ideal place for students to learn how to develop metacognitive strategies; that is, they can learn how to connect new information to former knowledge, deliberately select thinking strategies, and plan, monitor, and evaluate these thinking processes. There are six basic strategies for developing metacognitive behaviors in students: (1) they must consciously identify what they "know" as opposed to "what they don't know"; (2) they must then develop a thinking vocabulary so that they can verbally describe their thinking processes; (3) they should keep a thinking journal or learning log in which they reflect upon their learning processes; (4) they must also learn how to assume responsibility for regulating their learning activities, including estimating time requirements, organizing materials and scheduling the procedures necessary to complete an activity (the media center's resources lend themselves quite well to this task); (5) they must learn how to review and evaluate these strategies as either successful or inappropriate; and (6) they must participate in guided self-evaluation through individual conferences and checklists focusing on the thinking process. Metacognitive environments must be established in schools if teachers and media specialists are to be able to encourage students' development of problem-solving and learning skills. (4 references and 4 additional readings) (MAB)

ED 327 244 JC 910 058

Spicer, Scot L.; And Others
Campus Profile '90.
Glendale Community Coll., CA. Planning and Research Office.
PUB DATE- *Dec 90*
NOTE- 88p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; College Outcomes Assessment; *Community Characteristics; Community Colleges; *Educational Finance; Educational Legislation; Enrollment; *Enrollment Trends; Evaluation Criteria; *Institutional Characteristics; Longitudinal Studies; Outcomes of Education; *School Demography; School Personnel; School Statistics; Student Attitudes; *Student Characteristics; Student Educational Objectives; Trend Analysis; Two Year Colleges

Outlining the basic demography of the students and community served by Glendale Community College (GCC), as well as providing indicators of institutional effectiveness, this six-part report seeks to stimulate the long-range planning process, support the development of the accreditation self-study, and promote program review and institutional decision making. Section I reviews community demographics for the GCC service area, including population and employment trends, and housing statistics. Sections II through V correspond to and include a description of the specific components of the Assembly Bill (AB) 1725 "Model Accountability System." Section II focuses on student access, including data on student enrollments, financial aid, basic skills courses, and facilities. Section III provides data related to student success, covering academic standards, course and degree completion rates, and remediation course outcomes. Section IV deals with student satisfaction, providing selected longitudinal data from annual surveys of student attitudes, goal achievement, and assessment of services provided. Section V looks at staff composition, offering data on the present workforce, recent hires, and staff development activities. Section VI focuses on fiscal considerations, including general revenue, expenditures, and the general fund balance. Each section concludes with a discussion of qualitative measures. Extensive data tables and graphs are included. (JMC)

ED 327 449 SO 030 336

In Search of New Models of Secondary Education. Report of a Task Force Meeting (Jakarta, Indonesia, July 26-31, 1984).
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 85
NOTE- 82p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- Developing Nations; Educational Assessment; Educational Cooperation; *Educational Development; Educational Planning; Educational Policy; Educational Theories; Foreign Countries; *International Educational Exchange; *Secondary Education
IDENTIFIERS- *Asia Pacific Region; UNESCO

Educators from six countries (Australia, India, Indonesia, Japan, Republic of Korea, and Thailand) offered descriptions of new developments in secondary education in their countries. The proceedings from the meeting is divided into six chapters: (1) Introduction; (2) Major trends and issues in secondary education; (3) Innovative models of secondary education; (4) A scheme for planning and evaluation; (5) Future co-operative action; and (6) Follow-up action by individual countries. Three appendices also are included: (1) Agenda; (2) List of participants and others attending; and (3) List of documents. (DB)

ED 327 467 SO 030 471

Middle School Social Studies: Social Studies 6, Texas History/Geography, United States History/Citizenship, How To Study, Cultural Studies.

Fort Worth Independent School District, Tex.

PUB DATE- 89

NOTE- 201p.; For related documents, see SO 030 470-476.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizenship Education; Cultural Education; Geography; Grade 6; Guidelines; Instructional Development; Intermediate Grades; Learning Activities; *Middle Schools; Social Studies; State History; Student Educational Objectives; Study Guides; Teaching Methods; United States History

IDENTIFIERS- Fort Worth Independent School District TX; Texas

This curriculum guide for Fort Worth schools covers grade 6 social studies, Texas history/geography, United States history/citizenship, pointers on how to study, and cultural studies. The guide includes the following materials: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units which show the instructional planning process or kind of thinking that teachers engage in as they plan instruction; and bibliographies, annotated lists of school and community resources, reading lists, and additional supplementary materials. (DB)

ED 327 486 SP 032 751

Devlin, Sandra L.
Food...Your Choice: An Evaluation of the Effectiveness of a Nutrition Education Program. A Project in Health Education.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Grade 2; *Health Education; *Nutrition Instruction; Primary Education; *Program Development; *Program Evaluation
IDENTIFIERS- National Dairy Council; Pennsylvania

This study sought to determine the effectiveness of a nutrition education program, "Food...Your Choice," in improving nutrition knowledge among selected second-grade students. ("Food ...Your Choice," developed by the National Dairy Council, consists of six grade-level units, with lesson plans, worksheets, posters, and activity cards included for each unit.) Four classrooms in the central Pennsylvania school district served as control groups, and four as experimental groups. A pretest indicated that there was no difference in nutrition knowledge among the four groups. Posttest scores for the experimental group were significantly higher than pretest scores. There was no significant difference in pre- to posttest mean scores for the control group. It was determined that the nutrition program was effective in increasing the nutrition knowledge of the second-grade students exposed to it. Recommendations for additional research are offered. (JD)

ED 327 092 HE 024 109

Cronin, Michael

Debating to Learn across the Curriculum: Implementation and Assessment.

PUB DATE- Apr 90

NOTE- 22p.; Paper presented at the Southern States Communication Association Convention (Birmingham, AL, April, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- •Classroom Techniques; •Debate; Higher Education; •Instructional Improvement; Learning Processes; Persuasive Discourse; Program Evaluation; •Speech Communication; State Universities; Student Attitudes; Teaching Methods

IDENTIFIERS- •Radford University VA

The paper disucsses the need for training in critical thinking and the effects of debate training across the curriculum as a teaching tool and learning mechanism. The debate training provided through the Oral Communication Program at Virginia's Radford University is described (design, implementation, results), along with data from a report on the opinions of students (N=1,814) in six areas of non-speech courses that utilized debate as a learning tool. Results indicate that such training offers potential benefits for both curricular development and improved student oral communication skills. Recommendations for incorporating debating teaching methods across the curriculum as an aid to learning are provided. Includes 34 references. (GLR)

ED 327 124 HE 024 156

Lynton, Ernest A.
Higher Education and American Competitiveness. Working Paper.
National Center on Education and the Economy, Rochester, NY.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *Competency Based Education;
  Competition; Continuing Education; *Economic Progress; Educational
  Assessment; *Educational Change; *Educational Objectives;
  Educational Quality; Foreign Countries; *Higher Education;
  Industrial Education; Technology Transfer

This working paper reflects the conviction that three areas of change are needed if America's higher education system as a whole is to make optimal contributions to the economic health of the country; it is based on the premise that at this time higher education is far from fully contributing to the economic well-being of the United States. The three areas are: (1) enhancing the transfer of knowledge from creation to application and utilization; (2) providing, both in terms of quality and content, the kind of education which prepares individuals to be competent and effective in their chosen occupation or profession; and (3) offering opportunities for life-long education to ensure the maintenance of professional competencies in a time of accelerating change. Main topic headings include: higher education and the economy; industrial extension--bringing innovation to the users; a new look at education for competence; maintaining the competency of practitioners; and the federal role. (GLR)

ED 327 189   IR 053 364

Osborne, Nancy Seale
Library Resources for Gender Balancing the Curriculum.
PUB DATE- Aug 90
NOTE- 9p.; Paper presented at the 1990 Summer Institute on Cultural
  Diversity (Oswego, NY, August 23-25, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
  Reference Materials - Bibliographies (131) Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Curriculum Development;
  *Feminism; Global Approach; Higher Education; Humanism;
  *Interdisciplinary Approach; Multicultural Education; Political
  Influences; *Sex Fairness; Sex Role; *Womens Studies; Workshops
IDENTIFIERS- *Gender Balancing (Curriculum)

This paper argues that gender/women's studies are becoming an essential element of research and curricula in a number of disciplines. Several scholars of gender who conduct research in various disciplines are mentioned, and their areas of work are briefly outlined: Kate Millett, Shulamith Firestone, Simone de Beauvoir, Anne Oakley, Nancy Chodorow, Dorothy Dinnerstein, and Carol Gilligan. Points about gender-balancing the curriculum, written by Peggy Macintosh, Associate Director of the Wellesley College Center for Research on Women, are summarized: (1) a candidate for a higher education position who is incompetent in scholarship on women is a poor candidate for several decades of tenure; (2) the time is past for the objection that Women's Studies is political; a curriculum that leaves women out is also highly politicized; and (3) an inclusive curriculum stands to benefit, and to change, men as well as women. She argues that our collective human survival depends on different processes from the ones set in motion in the past, and that no investment that colleges and universities can now make bears more importantly on both individual and collective human futures than does that of transforming the curriculum. A 44-item bibliography is provided. (SD)

ED 327 231 JC 910 044

Duncan, Mary Ellen; And Others

Catonsville Community College Factbook: January, 1991.

Catonsville Community Coll., MD. Office of Institutional Research.

PUB DATE- Jan 91

NOTE- 215p.; For the January 1990 Factbook, see ED 316 278.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) e

DESCRIPTORS- Advisory Committees; Budgets; College Graduates; Community Colleges; Degrees (Academic); Educational Facilities; *Educational Finance; *Enrollment Trends; Expenditures; *Institutional Characteristics; Philanthropic Foundations; *School Demography; School Personnel; School Statistics; *Student Characteristics; Two Year Colleges; Two Year College Students

This statistical factbook provides information on student demographics, employees, budget, organization, graduates, programs, enrollments, grants, and the foundation on Catonsville Community College (CCC) in Maryland. An additional section provides parallel information on Carroll Community College (Maryland) where available. The first section focuses on college data, including an operating calendar, an employee profile, and information on the physical plant, library holdings, and budgetary concerns. The second section provides data on the characteristics of fall and winter credit students, graduates, financial aid recipients and awards, and credit-free students. The third section offers data on selected discipline/departmental enrollment by number of sections, headcount enrollment, full-time equivalency, and non-credit enrollment patterns. The fourth section presents information on resource development and external connections, lists the CCC foundation's board of directors, foundation assets, and numbers of scholarships and grants awarded. This section also contains information on external environmental factors, such as estimates of the Baltimore County (Maryland) population by race, occupation, income, age, and sex. The final section describes Carroll Community College, following the same general outline as the CCC information. (JMC)

ED 327 272 PS 019 071

Balding, John
Parents and Health Education.
Health Education Authority, London (England).
PUB DATE- 88
NOTE- 117p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Community Surveys; *Elementary Education; Elementary School Curriculum; Family School Relationship; Foreign Countries; *Parent Attitudes; *Physical Health; Questionnaires; School Personnel; Teacher Education; Teaching Methods
IDENTIFIERS- England; Northern Ireland; *Social Health; *United Kingdom; Wales

This book gives the views of parents in England, Wales, and Northern Ireland about ways in which elementary schools should use the time they have with students. Although the parents' comments were collected during the course of a 1985 survey on health education in elementary schools, the whole context of the education of 4- through 12-year-olds comes under scrutiny. Thirty sections present parents' attitudes on such topics as approval or disapproval of health education, the importance of the 3 Rs, concern for the manner in which the topic of health education is taught, the need for a shock-horror method (in relation to substance abuse), the possibility of conflict between home and school attitudes, parents' need to be informed of the curriculum, different health priorities in different communities, the lack of responsibility and caring in society, the influence of television, and the Bible and religion. For 43 listed physical and social health topics, parents were asked to checkmark or provide ''just a tick'' under one of six headings: (1) ''should be included''; (2) ''useful if time available''; (3) ''undecided''; (4) ''not important in this age group''; (5) ''should be covered outside school''; or (6) ''does more harm than good.'' Two versions of the questionnaire are provided, with space for comments. Questionnaires were returned by 15,770 parents; comments were offered by 3,507 parents; this report presents a representative selection of 481 comments. Appendices provide materials on regional differences, a ranked order of the survey topics, and guidelines on using the book. (RH)

ED 327 384 SE 051 829

Hennessy, Sara; And Others

Shrink-A-Cube: A Computer Based Activity To Support Primary Arithmetic. CAL Tech. Report No. 73.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

PUB DATE- Feb 88

NOTE- 26p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Algorithms; *Arithmetic; Cognitive Development; *Computer Assisted Instruction; Elementary Education; *Elementary School Science; Foreign Countries; Instructional Materials; *Manipulative Materials; Mathematics Education; *Problem Solving; Teaching Methods; Thinking Skills

IDENTIFIERS- Apple Macintosh; England

This paper describes an educational program developed on the basis that the use of blocks and other manipulatives can be useful both for initial teaching of exchange operations in arithmetic and for remediation of the faulty strategies which very commonly arise during acquisition of written calculation algorithms. This computer program is a multibase blocks microworld adapted for use with the Macintosh Plus microcomputer. The program has a game format involving addition and subtraction operations being carried out with screen representations of concrete objects, namely Dienes blocks. Unlike some other systems, Dienes blocks cannot be broken down into their component parts, but must be exchanged. Blocks in bases other than in 10 are also available in this activity. The aim is to improve children's understanding of place value by encouraging the use of activities based on Dienes blocks alongside the teaching of formal algorithms for arithmetic calculation. Emphasized is the value of peer group teaching or cooperative learning. Included in the document are a discussion of the design of the activity, a "guided tour" of the game, results of field trials, ideas for further development and student modelling, and conclusions. Appended is a sample protocol observed between two students. (KR)

ED 327 416   SE 051 863

Hembree, Ray

Bibliography of Research on Problem Solving in Mathematics: Experiments and Relational Studies.

PUB DATE- Dec 90

NOTE- 46p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *College Mathematics; *Elementary School Mathematics; Elementary Secondary Education; Higher Education; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Meta Analysis; *Problem Solving; Research Utilization; *Secondary School Mathematics

IDENTIFIERS- Mathematics Education Research

This bibliography lists reports of research on problem solving in mathematics, with specific regard to experiments, correlations, and other regional studies. The listing supports a research integration, performed by meta-analysis at Adrian College, Michigan, in 1989-1990. Guidelines for including studies were applied as follows: (1) the study report provided correlation coefficients and their sample sizes or, in the case of experiments, sufficient data for effect-size calculations; (2) data measurements were made with validated instruments; (3) experiments used at least two independent groups for comparison purposes; and (4) each group contained at least 10 subjects (for rigor in tests of homogeneity during the data analysis). This screening resulted in 487 studies. These are listed alphabetically by author in four categories: journal articles, doctoral dissertations, ERIC documents, and other sources. (Author)

ED 327 433 SO 030 043

Chernotsky, Harry I.
Teaching Crisis Management: A National Security Council Simulation.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Foreign Countries; *Foreign Policy; Higher Education; Instructional Innovation; *International Relations; Learning Activities; *Political Science; *Role Playing; Simulation; Student Attitudes; Surveys; Terrorism; *World Problems
IDENTIFIERS- *Crisis Management; *National Security Council

This document describes a National Security Council (NSC) role playing exercise designed to introduce students to the complexities and dynamics of U.S. foreign policy crisis management. Based upon the Public Broadcasting Service (PBS) program, "In the Face of Terrorism," this classroom exercise casts students as NSC team members charged with the responsibility of responding to a hypothetical airline hijacking incident. Following a review of the organization and the structure of the activity, its utility as an instructional device is examined. The study is based on the results of a survey of four groups of students who participated in the simulation exercise. (Author/NL)

ED 327 158 IR 014 782

Krichmar, Albert

Library Research Methods in Speech and Hearing. A Manual Explaining and Illustrating the Retrieval of Bibliographic Information from Printed and Computerized Reference Works.

California Univ., Santa Barbara. University Library.

PUB DATE- Aug 90

NOTE- 315p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Libraries; Course Descriptions; *Course Integrated Library Instruction; *Databases; Higher Education; *Information Retrieval; *Integrated Library Systems; Library Materials; Medical Libraries; Online Catalogs; *Online Searching; Optical Data Disks; Reference Services

IDENTIFIERS- MELVYL; University of California

This student manual is designed to supplement a course for the enhancement of library research capabilities using the speech and hearing sciences as a subject base. It is divided into sections, each of which displays commands and features from a number of printed and computerized reference works. Section titles include: (1) "Syllabus"; (2) "Psychological Abstracts"; (3) "Index Medicus"; (4) "Science Citation Index"; (5) "Science Citation Index: Citation Searching"; (6) "Preparing To Retrieve Records by Computer"; (7) "MELVYL Database"; (8) "A MELVYL Search Using the FIND Command"; (9) "MELVYL MEDLINE"; (10) "MELVYL Current Contents; (11) "Science Citation Index CD-ROM"; and (12) "Government Publications." Appendices include a guide to MELVYL, MELVYL MEDLINE, and MELVYL Current Contents, a comparison chart of commands and features, and a search project description and list of topics. (DB)

ED 327 204 IR 053 383

Bedford, Denise, Comp.
ACRL University Library Statistics, 1988-89. A Compilation of Statistics from 114 Non-ARL University Libraries.
Association of Coll. and Research Libraries, Chicago, Ill.
PUB DATE- 90
NOTE- 80p.; For the 1987-88 edition, see ED 324 000.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; Library Circulation; Library Collections; *Library Expenditures; *Library Personnel; Library Statistics; Library Surveys; *Library Technical Processes; Operating Expenses; *Research Libraries; Salaries; Tables (Data)

This 1988-1989 edition of Association of College and Research Libraries (ACRL) statistics presents data from 114 U.S. and Canadian libraries that are not members of the Association of Research Libraries (ARL), and are not covered by the annual ARL statistics. This edition is published every 2 years. The 114 non-ARL libraries that returned questionnaires for this report (91.5%) were classified by the revised Carnegie classification as "Research Libraries" I and II and Doctorate Granting Colleges and Universities I and II, and included seven Canadian university libraries with similar scope and mission. The participating libraries reported holdings of 92,635,350 volumes and expenditures of $158,308,733 for the purchase of library materials. Nearly 11,581 people are employed by these libraries (2,984 professional, 5,468 support staff, and 3,102 full-time equivalent student workers). Data are provided in the areas of collections, serials, expenditures, enrollment, personnel, and interlibrary loan, and are presented in 17 tables ranking the order of each of the participating libraries for materials and collections (volumes, serials, microform); salaries and other operating expenses; circulation; number of library personnel, including the number of Ph.D. degrees; and student enrollment figures. In addition to this publication, the data files are presented in dBASEIII+, standard spreadsheet, and ASCII format. No systems knowledge is required to convert files for manipulation using LOTUS or VisiCalc software packages. (MAB)

ED 327 306 PS 019 309

Sharan, M. B.
Child Abuse and Neglect in Indian Families.
Indian Inst. of Technology, Kharagpur (India).
PUB DATE- Nov 90
NOTE- 16p.; Paper presented at the Annual Conference of the National Council on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Abuse; *Child Neglect; Child Rearing; Etiology; *Family Problems; Foreign Countries; Individual Characteristics; Intervention; Prevention; *Sexual Abuse; Socialization; *Social Problems
IDENTIFIERS- *Abandoned Children; *India

Conditions in India that contribute to child abuse and neglect are discussed. Sections focus on child rearing practices, discipline of children at home and in school, the nation's six million abandoned children, child sexual abuse, causes of abuse, poverty, lack of education, characteristics of abused children and their abusers, situational factors and the socialization process, sex problems of adults, and the prevention and treatment of child abuse and neglect. Thirty-three references are listed. (RH)

ED 327 323 PS 019 351

Bryant, Donna M.; And Others

Best Practices for Beginners: Quality Programs for Kindergartners. Final Report.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
PUB DATE- Mar 89
NOTE- 173p.; For Executive Summary, see PS 019 352.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrator Attitudes; Certification; Classroom Research; Discipline Problems; *Educational Improvement; *Educational Practices; *Educational Quality; Grade Repetition; Influences; *Kindergarten; Learning Activities; Primary Education; State Surveys; Teacher Attitudes; Teacher Qualifications; Time Factors (Learning)
IDENTIFIERS- *Developmentally Appropriate Programs; North Carolina

This is a report of a statewide study of kindergarten practices in North Carolina in 1988 which involved classroom observations (N=103 randomly selected classrooms) and questionnaires returned by 218 elementary school principals (an 86% response) and by 375 kindergarten teachers (an 81% response). Several questions were addressed by the study. (1) Are North Carolina kindergartens being taught in a developmentally appropriate manner? (2) Are certain aspects of kindergarten emphasized more than others or taught more appropriately? (3) What is the relationship of kindergarten classroom quality to various teacher, principal, and school characteristics? (4) How frequently and for what reasons does kindergarten retention occur? (5) What are the obstacles to developmentally appropriate kindergarten instruction? (6) What avenues are available to help improve kindergartens? The five main sections of the report cover kindergarten history and research; the study methodology; results; discussion of the results and their implications for kindergarten in North Carolina; and recommendations for action. Citations number 29. Numerous appendices include a list of the members of the study's advisory board; items from the Early Childhood Environment Rating Scale; a checklist of kindergarten activities; teacher interviews; the Attitude to School Questionnaire; related letters; elementary school principal and teacher questionnaires; questionnaire codes; and descriptions of hypothetical classrooms. (RH)

ED 327 339 PS 019 382

Standards for Implementing Quality Prekindergarten Education: Guide to Certification.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- Jul 89
NOTE- 66p.; For related documents, see PS 019 381-383.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); Agency Role; *Certification; Educational Philosophy; *Educational Quality; Guidelines; *Preschool Education; *Program Implementation; *Public Schools; *Standards; State Departments of Education; State Programs
IDENTIFIERS- Maryland; *Program Review

This document is intended to provide Maryland's public schools with the information needed to initiate and pursue Maryland State Department of Education (MSDE) certification of their prekindergarten programs. After a brief introduction in section I, section II addresses the certification process in terms of definition, overview, and steps in pursuing certification. A description is provided of each of the six steps involved in the certification process, including the internal program review steps of orientation, self-appraisal, and program improvement, and the external program review steps of documentation, validation, and certification. Section III differentiates MSDE certification and National Association for the Education of Young Children (NAEYC) accreditation, while section IV describes the role of MSDE in the certification and accreditation process. The document also provides the prekindergarten standards in the form of an assessment instrument, so that schools can weigh the quality of their prekindergarten programs against MSDE's Standards for Implementing Quality Prekindergarten Education. Five appendices provide a statement of philosophy;, the self-appraisal instrument, a self-appraisal summary sheet, a form for verifying a validation visit, and a table correlating MSDE prekindergarten standards and NAEYC criteria. Citations number 85. (RH)

ED 327 354 RC 017 910

Hare, Dwight

Indicators of the Rural Community Context: A Missing Component of Educational Indicators.

PUB DATE- Oct 90
NOTE- 7p.; Paper presented at the Annual Meeting of the National Rural Education Association (Colorado Springs, CO, October, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Community Characteristics; *Community Influence; Context Effect; *Educational Assessment; *Effective Schools Research; Elementary Secondary Education; Rural Areas; Rural Development; Rural Environment; *Rural Schools; *School Community Relationship; *School Effectiveness

The use of multiple indicators of educational achievement is called for to replace a single measure of student achievement in order to identify the school context in which education occurs. School-level indicators have been identified, such as access to knowledge, press for achievement, and professional teaching conditions. These indicators are vital in understanding the context of schooling and in influencing the outcomes of the educational process. The school indicators, however, do not provide the interpretive frame necessary for understanding schooling within the context of the community. In rural communities, where resources are often more limited and where schools are central to social and cultural activities, community context is vital in understanding and influencing school indicators. As federal and state assessment of school achievement is moving toward the creation of such school-level indicators, rural schools and communities face the choice of being compared to the urban context or developing additional indicators that capture the rural context. Rural schools seem to be influenced more by the economic and cultural outlooks of their communities than are other schools. Student, family, and community socioeconomic characteristics and attitudes are major determinants of educational achievement. More research is necessary to determine what makes up an effective rural school and the community context in which such schools operate. (ALL)

ED 327 401 SE 051 848

Mathematics Curriculum Guide 7 and 8. Bulletin 1987, No. 51.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 87
NOTE- 479p.; For related documents, see SE 051 846-852.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Arithmetic; Course Content; Geometry; Grade 7; Grade 8; Graphs; Instructional Materials; Junior High Schools; *Learning Activities; *Mathematical Concepts; Mathematics Education; Mathematics Skills; Numbers; Probability; *Problem Solving; Ratios (Mathematics); *Secondary School Mathematics; Standardized Tests; State Curriculum Guides; Statistics; *Teaching Methods
IDENTIFIERS- Alabama

This guide is designed to help classroom teachers implement the Alabama Course of Study: Mathematics K-12. It is inclusive also of the objectives tested by the Stanford Achievement Tests and the Alabama Basic Competency Tests. One characteristic of the curriculum guide is that it clearly states what students should learn in each grade level. These objectives are called student outcomes and appear in the table of contents. The majority of the material, however, consists of classroom activities that lead students to the desired outcomes. The curriculum guide specifies what to teach as well as ways to teach it. Each section of the guide contains a specific table of contents, which lists what students should learn; activities; original sources; and student outcomes. Activities are preceded by a description of the area of mathematics covered, the specific student outcomes that are addressed in the activities, and notes for the teacher, which convey information important for effectively carrying out the activities. Topics include numeration, number theory, fractions, decimals, ratio, proportion, percent, geometry, graphs, statistics, probability, time, measurement, and money. (KR)

ED 327 061 FL 019 013

Tommola, Jorma; Hyona, Jukka
Mental Load in Listening, Speech Shadowing and Simultaneous Interpreting: A Pupillometric Study.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Meeting of the World Congress of Applied Linguistics, sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; College Students; Difficulty Level; English (Second Language); Finnish; Foreign Countries; Higher Education; *Interpreters; Interpretive Skills; *Language Processing; *Listening; Measurement Techniques; *Pupillary Dilation; Research Methodology; *Translation; Uncommonly Taught Languages
IDENTIFIERS- *University of Turku (Finland)

This study investigated the sensitivity of the pupillary response as an indicator of average mental load during three language processing tasks of varying complexity. The tasks included: (1) listening (without any subsequent comprehension testing); (2) speech shadowing (repeating a message in the same language while listening to it); and (3) simultaneous interpreting into the subjects' dominant language. It was predicted that if pupillary dilation adequately reflects average mental load, the simple listening task should be associated with the lowest dilation levels, the highly complex simultaneous interpreting task should be associated with the highest dilation levels, and the shadowing task should fall between the two. Subjects were nine native Finnish-speaking third- and fourth-year students in the University of Turku (Finland), department of translation. All were highly fluent in English and had had a minimum of 1 year's training in simultaneous interpreting. Three English language texts were used as source texts. Pupillary responses were filmed. Dilation was associated with task difficulty as predicted. Mental load also appeared to be greatest at the beginning of each task. The measurement technique is seen as promising for describing interpreters' use of processing resources and the factors affecting real-time performance. (MSE)

ED 327 289 PS 019 260

McLean, Deborah L.; Feng, Jianhua
The Relationship between Self-Concept and Cognitive Abilities in
Black, Low-Income Preschool Children.
PUB DATE- 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Youth; *Cognitive Ability; Early Experience; Individual Development; *Low Income; *Preschool Children; Preschool Education; *Self Concept

A total of 89 black, low-income children between 3 and 5 years of age participated in a study of the relationship between self-concept and general cognitive ability. Subjects attended three state-operated day care programs in the midsouth. The Preschool Self-Concept Pictorial Test and McCarthy Scale of Children's Abilities were administered. Findings indicated no significant correlation between self-concept and general cognitive ability. There was no significant correlation by gender. It is concluded that findings are generally consistent with previous findings. Findings are discussed in terms of the young child's developing abilities and experiential influences. Twenty-six references are provided. (Author/RH)

ED 327 450 SO 030 339

Classroom Use of Artistic and Cultural Heritage. Report of a Regional Meeting (Bangkok, Thailand, August 30-September 3, 1982).
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 83
NOTE- 42p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) o
DESCRIPTORS- *Art Education; *Cultural Awareness; *Cultural Background; *Cultural Education; Cultural Enrichment; Curriculum Development; Developing Nations; Educational Development; Educational Policy; Foreign Countries; *International Educational Exchange; Teaching Methods
IDENTIFIERS- *Asia Pacific Region; *UNESCO

At the conference reported in this document, participants from eight Asian Pacific countries met to exchange experiences in regard to: (1) the use of artistic and cultural heritage for educational purposes; and (2) the contribution of the educational system to appreciating, preserving, and enhancing the artistic and cultural heritage, especially in the context of "culture for all." Five chapters make up this report. Chapter 1 is a general introduction. The remaining chapters concern: (1) the dimensions of culture and heritage: (2) the artistic and cultural heritage in support of learning in school curricular areas; (3) appreciation, preservation, and enhancement of the artistic and cultural heritage through use in the classroom; and (4) suggestions for action at the national and regional level. Three annexes contain the agenda, list of participants, and list of documents. Three appendices contain the texts of three speeches made at the meeting: (1) welcoming remarks by R. R. Singh, Assistant Director General, UNESCO Regional Office for Education in Asia and the Pacific; (2) E. Nathalang, Ministry of Education in Thailand; (3) Minister of Education in Thailand, K. Sirisumpundh. (DB)

ED 327 468 SO 030 472

World Geography Studies I.
Fort Worth Independent School District, Tex.
PUB DATE- 89
NOTE- 105p.; For related documents, see SO 030 470-476.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geography; *Global Approach; Instructional Development; Instructional Materials; Learning Activities; Resource Materials; Secondary Education; Social Studies; Student Educational Objectives; Teaching Methods; Units of Study
IDENTIFIERS- Fort Worth Independent School District TX

This curriculum guide to world geography studies in Fort Worth schools includes the following materials: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands which define specific expectations for students, prekindergarten through grade 12; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units that show the instructional planning/thinking processes used by teachers; bibliographies, annotated lists of school and community resources, reading lists, and additional supplementary materials. (DB)

ED 327 487 SP 032 754

Levin, Robert A.

An Unfulfilled Alliance. The Lab School in Teacher Education: Two Case Studies, 1910-1980.

PUB DATE- 2 Nov 90

NOTE- 18p.; Paper presented at the Annual Meeting of the History of Education Society (Atlanta, GA, November 2, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)

DESCRIPTORS- Case Studies; *College School Cooperation; *Educational History; Educational Research; Elementary Education; Higher Education; Inservice Teacher Education; *Laboratory Schools; *Preservice Teacher Education; *Program Effectiveness; Student Teaching

IDENTIFIERS- Professional Development Schools

Case studies of two laboratory shools, one operated by the University of Pittsburgh (Pennsylvania--Falk Elementary) and one by Keene State College (New Hampshire--Wheelock Elementary), revealed three categories of problems that have made the university/laboratory school alliance an unfulfilled one. The first set of problems relates to the lab schools' teacher education function. The two schools were unable to meet the observation and training requirements of their universities' education programs. Related concerns included the appropriateness of training teachers in a "rarefied" atmosphere. Organizational disjunctures among different departments and programs in the education schools comprised the second group of problems. The third cluster of problems arose due to the divergent professional priorities, reward structures, and modes of operation among researchers, education professors, and the laboratory school faculty. Findings confirm that, like other laboratory schools, the two schools studied have remained largely uninvolved in conducting or assessing research. Although evidence suggests that laboratory schools have been in decline for several decades, a genuine elementary school/education school alliance holds great potential if incorporated into a renewed teacher education program. Such a program was carried out for 7 years in Pittsburgh and involved the Falk laboratory school in a collaborative professional development school for simultaneous preservice and inservice training. (JAH)

ED 327 078 HE 024 091

Ruthven, A. Jan
Follow-up Study of Doctoral Program Graduates and Their Employers.
Mississippi State Univ., Mississippi State.
PUB DATE- Nov 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Doctoral Dissertations; *Doctoral Programs; *Educational Quality; Employer Attitudes; Followup Studies; *Graduate Surveys; Higher Education; Institutional Evaluation; Needs Assessment; Program Evaluation; Questionnaires; *Student Attitudes
IDENTIFIERS- *Mississippi State University

In accordance with Standard II.B of the National Council for the Accreditation of Teacher Education concerning the maintenance of relationships with graduates of professional education programs, this study surveyed all graduates (N=86) of doctoral-level programs in the College of Education at Mississippi State University from 1986 through 1989. The two-part questionnaire used in the study included demographic questions and open-ended evaluative questions as well as structured-response items grouped into six sections concerning: (1) quality of the graduate faculty; (2) relevance of selected courses; (3) preparation for scholarly work, teaching, and/or research; (4) preparation for present position; (5) the dissertation phase of the program; and (6) miscellaneous aspects of the program. In addition, each graduate was asked to have his/her employer/supervisor complete a brief rating of the graduate's on-the-job performance and return it to the university. Seventy-nine graduates responded to the survey. Employers indicated that the graduates were well prepared for the positions for which they were employed. The strength of the program most frequently identified by students was the quality of the relationships between students and professors. Weaknesses of the program included lack of an internship or applied experience and uncertainty as to whether the program would meet licensure requirements; also mentioned was lack of opportunities for involvement in research activities. Program modifications that have occurred include the addition of a Doctor of Philosophy in Education degree program and of five new courses in the Department of Educational Psychology. The questionnaire is appended. (DB)

ED 327 093 HE 024 110

Richardson, Richard C., Jr.; Skinner, Elizabeth Fisk

Achieving Quality and Diversity: Universities in a Multicultural Society.

National Center for Postsecondary Governance and Finance, Tempe, AZ.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 271p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Academic Achievement; Access to Education; *American Indians; *Black Students; Case Studies; College Administration; Colleges; Educational Environment; Educational Policy; Government Role; Higher Education; *Hispanic Americans; Institutional Environment; Institutional Research; *Minority Groups; *Multicultural Education; Policy Formation; State Government; Student Attrition; Universities

This book presents a comprehensive model of how institutions adapt to improve the environments they provide African American, Hispanic, and American Indian students without relinquishing historical standards. The model is based on the experiences of ten institutions that have graduated higher numbers of minority students as compared to their states and nations. Case studies of the following institutions are presented: Memphis State University (Tennessee); Florida State University; Brooklyn College (New York); University of Texas at El Paso; Wayne State University (Michigan); California State University, Dominguez Hills; Florida International University; Temple University (Pennsylvania); University of New Mexico; and the University of California, Los Angeles. Topics discussed include: (1) state and system level influences which pressure the public university to increase diversity and simultaneously maintain quality; (2) the role of state coordinating and governing boards in creating a policy environment that encourages diversity and quality; and (3) current dimensions of student diversity. The study concludes with a chapter on assessing institutional environments in terms of improving access and achievement of minority students. Appended are 63 tables and 38 references. (LPT)

ED 327 109 HE 024 130

Schlachter, Gail Ann
Directory of Financial Aids for Women, 1991-1992.
PUB DATE- Jan 91
NOTE- 478p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; Fellowships; *Financial Support; Higher Education; Paying for College; Scholarship Funds; *State Aid; *State Programs; *Student Financial Aid; *Student Loan Programs; Tuition Grants; Womens Education

The current sources of financial aid programs available in 1991-1992 for and about women are presented. The directory lists over 1,600 references and cross-references to scholarships, fellowships, loans, grants, awards, and internships designed primarily or exclusively for women. The directory is divided into four separate sections of which the first, containing descriptions of financial aids in all six categories, makes up the bulk of the document. The other three sections contain, respectively, a list of state sources of educational benefits; an annotated bibliography of directories listing general financial aid programs; and five indexes. Each entry in the main section provides information on program title, sponsoring organization address and telephone number, remuneration, eligibility, duration, special features and limitations, number of awards, and deadline dates. Entries are indexed by program title, sponsoring organization, geographic coverage, subject, and deadline dates. In addition, the volume lists the addresses and telephone numbers of all state sources of educational benefits and describes the 60 key directories that any individual of either sex can use to locate additional sources of financial assistance. (GLR)

ED 327 125 HE 024 157

Current, Richard Nelson

Phi Beta Kappa in American Life. The First Two Hundred Years.

PUB DATE- 90
NOTE- 319p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Blacks; Educational Change; *Educational History; Females; Higher Education; History; *Honor Societies; *National Organizations; Organizational Change; Selective Admission; Social Change; *Student Organizations
IDENTIFIERS- *Phi Beta Kappa

A complete history is provided of the Phi Beta Kappa society, tracing its growth from a local debating club to a national organization which today boasts a quarter of a million members. The history charts the society's development and reveals the friction over the shift away from the classics toward liberal education and the electives system, the growing respect for scholarship among students (in 1917, the most socially accepted grade was C, the so-called "gentleman's grade"), and the unprecedented enrollment after World War Two. The society's many achievements are outlined and its continuing influence on liberal education stressed. In addition, an examination is made into the society's grudging admission of women and blacks, the uproar over Paul Robeson's selection for the editorial board of the American Scholar, and other controversies. Appendices contain a listing of society chapters by order of founding and alphabetically by institution. Contains 109 references and an index. (GLR)

ED 327 141 IR 014 760

Mitrani, Marco; Swan, Karen
Placing Computer Learning in Context.
PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (Brussels, Belgium, March 20-22, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Cognitive Processes; *Computer Assisted Instruction; *Context Effect; Educational Environment; Educational Media; Elementary Secondary Education; Graduate Students; Higher Education; Interaction; Mass Media Use; Models; Problem Solving; Teacher Student Relationship
IDENTIFIERS- LOGO Programing Language

The context of learning with computers is different from that of more traditional educational media because the computer is a new medium whose interactivity supports dynamic, evident, and malleable representations of abstract ideas. The model proposed addresses some mediating factors of the environment in which computers are used that affect learners' cognitive processes. The thesis is based on work conducted by a research group on large scale computer-based instructional systems to teach basic skills, instructional design for teaching computer implementations, and teaching problem solving using Logo. It is noted that: (1) programs are improved when they are structured to utilize other media in addition to computers; (2) computer training materials should support inferential learning; and (3) within computer environments, mediated learning approaches are more effective methodologies than either strict instruction or discovery-oriented approaches. (14 references) (Author/DB)

ED 327 174 IR 014 800

Hezel, Richard T.
Policies for Educational Technology: A National, State, and Local Agenda.
North Central Regional Educational Lab., Elmhurst, IL.
PUB DATE- 90
NOTE- 21p.; Paper commissioned for the Chief State School Officers' State Technology Conference (Minneapolis, MN, April 29-May 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Policy; Educational Policy; Educational Technology; Elementary Secondary Education; Higher Education; *Organizational Development; Planning; *Policy Formation; Technological Advancement; Telecommunications

Since 1987 Hezel Associates has studied how each of the 50 states is or is not coordinating the planning of technology, especially the use of telecommunications for education and related activities. The study documented telecommunications activities of state departments of education and higher education, boards of regents, boards of vocational and technical education, state universities that have formed pockets of technology within states. Based on this research, it is recommended that policy issues concerning technology be formed at the same time that uses in educational technology are being developed. Some of the policy issues to be considered are: (1) the locus of planning, e.g., who establishes technological goals for the classroom; (2) economics and funding, specifically, different sources of funding, availability of funding, and the ways in which funds may be used; (3) technology planning, in which information about the availability and practicality of different technologies is considered; (4) state policy, which is particularly important because of the impact it has on agencies and institutions dependent on state funding; (5) governance and development of guidelines for educational technology; (6) system management, which determines the uses of, entrance into, and access to a system; (7) instructional programming; (8) faculty involvement in the planning and implementation of technologies; and (9) pedagogy and impact on teaching and learning. It is concluded that policy priorities can be established after consideration of these issues, and a coherent approach to educational technology may be developed. (20 references) (DB)

McConochie, Daniel D.; Clagett, Craig A.

Measuring Continuing Education Outcomes: Accountability and Noncredit Postsecondary Programs.

Maryland State Board for Community Colleges, Annapolis.; Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE- Jan 91
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *College Outcomes Assessment; Community Colleges; *Continuing Education; *Data Collection; *Educational Assessment; Evaluation Criteria; *Noncredit Courses; Outcomes of Education; Program Effectiveness; *Program Evaluation; Research Needs; Two Year Colleges; Two Year College Students

Growing institutional concern for excellence coupled with legislative mandates calling for accountability have prompted many colleges to emphasize student outcomes when evaluating and designing courses and programs. A careful review of the accountability literature, however, suggests that continuing education courses and students, in spite of their increasing numbers, have been largely ignored. Collecting student outcomes data for non-credit courses can help an institution: (1) improve an area of college operations that has been expanding significantly in recent years; (2) establish or enhance routine data collection concerning continuing education; (3) document the contribution of continuing education to economic development; (4) enhance the public image of continuing education; (5) respond fully to accountability mandates; and (6) preserve tax-revenue support for continuing education. Among the obstacles to assessing student outcomes in continuing education courses are that such courses may not be integrated into the college's routine research function, or that program administrators may be used to considerable autonomy and therefore resist outside efforts at assessment or change. Indicators which can be used to measure learning outcomes include student attendance and course completion rates, subsequent student employment, student and employer satisfaction, and student pursuit of further education. Information systems containing data on course content, student evaluation of courses, follow-up surveys, and employment records can serve as useful assessment tools. A literature review and a 19-item bibliography are included. (GFW)

ED 327 258 JC 910 074

Riverside Community College Students Who Transferred to the California State University.

Riverside Community Coll. District, CA. Office of Research and Planning.

PUB DATE- Jan 91
NOTE- 22p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Admission Criteria; College Students; *College Transfer Students; Community Colleges; *Educational Background; Enrollment Trends; Grade Point Average; Higher Education; Longitudinal Studies; Majors (Students); State Universities; *Student Characteristics; Two Year Colleges; *Two Year College Students

Based on information obtained from the California State University (CSU) system, and the California Postsecondary Education Commission, this report examines Riverside Community College (RCC) students who transferred to CSU, focusing on the period between 1985 and 1989. The study presents data on the total numbers of California Community Colleges (CCC) transfer students from 1970 to 1989, the numbers of RCC students transferring during this same period, CSU campus of transfer, total upper-division and lower-division transfers from 1985 to 1989, grade point averages (GPA's) earned at CSU from 1985 to 1989, field of study, and total transfer student percentages by ethnicity. Highlighted findings include the following: (1) while RCC experienced a 17% drop in the number of students transferring to CSU between 1975 and 1989, all CCC's had a 21% decline during the same period; (2) between fall 1986 and fall 1987, RCC had a 19% increase in the number of CSU transfers, while the CCC system as the whole experienced a 2% increase; (3) about 80% of all RCC and CCC transfers to CSU were admitted to the upper division; (4) in fall 1986, RCC upper-division transfers to CSU had a 2.79 GPA at RCC, which rose to 2.84 after transferring to CSU; and (5) for the last four years, RCC upper-division transfers have had higher GPA's upon transferring to CSU than either all CCC transfers or CSU natives. (PAA)

ED 327 307　　　　　　　　PS 019 310

Powell, James E.

Improving the Learning Environments of Migrant Preschool Children through Teacher Training.

PUB DATE- 90
NOTE- 149p.; Ed.D. Practicum, Nova University. Faint type throughout.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Classroom Environment; Cultural Awareness; *Inservice Teacher Education; *Migrant Children; Migrant Education; Parent Participation; Postsecondary Education; Preschool Education; *Preschool Teachers; *Program Improvement; *Teacher Workshops
IDENTIFIERS- *Developmentally Appropriate Programs

Over a period of 9 months, a certified Child Development Associate (CDA) trainer and charter member of the National Association of Migrant Educators implemented and evaluated a practicum intervention designed to improve the learning environments of migrant preschool children through in-service training of migrant teachers, aides, parents, and staff. Three major objectives were aimed at ensuring that: (1) the learning environment would be reflected in the classroom setting; (2) in-service training would focus on a developmentally appropriate curriculum; and (3) teachers would be able to create a daily routine to implement what they learned in in-service workshops. In-service training covered seven areas: personal care routines, furnishings and displays, language and reasoning, fine and gross motor skills, creativity, social development, and adult needs. Results showed that a positive approach, grounded in sound early childhood curriculum guidelines, elicited an overwhelming response from the migrant community. Migrant teachers were able to create a wholesome learning environment. Appendices provide measures, tables of data, a resource list, lesson plans for workshops, related materials, details of workshop activities, and a checklist of learning styles of children from infancy through first grade. Twenty-five references are listed. (RH)

ED 327 368 RC 017 959

Bates, Clifton
A Review of Two Studies concerning the Values of Eskimo Children.
PUB DATE- Nov 90
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alaska Natives; Book Reviews; *Childhood Attitudes;
  *Children; *Eskimos; Experimenter Characteristics; Research
  Methodology; *Research Problems; Surveys; *Values

Robert Coles' book "Eskimos, Chicanos, Indians, Children in Crisis" (1977) and Don Barnett's article "Attitudes of Eskimo School Children" (1973) attempt to present needed information on the values of Eskimo children. However, many of their findings are questionable due to poor methodology and interpretation. During summer visits to Alaska, Coles observed 8 Eskimo children and interviewed Native families and village teachers. But, the overwhelming influence of winter on Eskimos' attitudes and feelings can not be understood through a few summer visits. In addition, how Coles was treated, where he stayed, and whom he met must have been affected by the fact that he is a white outsider and a doctor. Coles intellectualized and read into children's behavior to an unacceptable extent. His valid findings are those observations reported without interpretation, such as Eskimo children's pride in their way of life, great interest in the white man's world, and resulting internal conflict; low verbal interaction; quiet and gentle speech; and sociable and cooperative behavior. Barnett also used questionable methods in his survey of the attitudes of 54 Eskimo children, grades 3-8. Questions contained unfamiliar terms and instructions and sophisticated language and gave no consideration to culturally distinct sex roles or possible bias in student responses to an unfamiliar white test-giver. Additionally, Barnett made generalized and sometimes disturbing recommendations, such as the need for teachers to lower their expectations of culturally different students. (SV)

ED 327 417 SE 051 864

French, Hilary F.
Green Revolutions: Environmental Reconstruction in Eastern Europe and the Soviet Union. Worldwatch Paper 99.
Worldwatch Inst., Washington, D.C.
PUB DATE- Nov 90
NOTE- 67p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
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DESCRIPTORS- Conservation (Environment); Environment; *Environmental Education; *Environmental Research; *International Relations; Natural Resources; *Pollution; Regional Characteristics; Science Education
IDENTIFIERS- *Europe (East)

The focus of this paper is environmental issues facing Eastern Europe and the Soviet Union as they struggle with the momentous tasks of economic and political reform. Given the important role that environmental protest played in the upheavals, environmentalists have claimed a mandate for strong environmental controls. The state of the environment and its effects on the health of the inhabitants, plants, and animals are discussed. Chapters include: (1) "Industrial Wastelands"; (2) "The Health Toll"; (3) "Declining Biological Productivity"; (4) "The Green Movement"; (5) "The Official Response"; and (6) "A Policy Agenda." (KR)

ED 327 434 SO 030 302

Psacharopoulos, George
Why Educational Policies Can Fail: An Overview of Selected African Experiences. World Bank Discussion Papers 82. Africa Technical Department Series.
World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 36p.; For related documents, see SO 030 303-310.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- African Studies; Case Studies; *Comparative Education; Developing Nations; Educational Development; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; Primary Education; Vocational Education
IDENTIFIERS- *Africa (East)

This paper reviews a number of educational policy statements in East African countries, on issues ranging from combining education with production at the primary level to the financing of higher education. An assessment is made as to how successful the policies have been in achieving their original intention. The paper's conclusion is that policy outcomes fall far short of matching expectations, mainly because of insufficient, or the absence of, implementation. The reason most educational policies are not implemented is that they are vaguely stated and the financing implications are not always worked out. Another reason for failure is that the content of a policy is based on an empirically unsustained theoretical relationship between instruments and outcomes. The paper makes a plea for the formulation of more concrete, feasible and implementable policies based on documented cause-effect relationships. (Author/DB)

ED 327 159 IR 014 783

MS DOS Tool Software Including Public Domain, Grades 6-12.

New York City Board of Education, Brooklyn, N.Y.
PUB DATE- 90
NOTE- 519p.; For the manual for grades K-6, see IR 014 696.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Literacy; Computer Software; Courseware; Curriculum Guides; Databases; Elementary Secondary Education; Instructional Materials; Microcomputers; *Spreadsheets; *Word Processing; Worksheets
IDENTIFIERS- *Disk Operating Systems; *MS DOS

This curriculum guide is designed to assist teachers and supervisors in introducing middle and high school students to the MS DOS computer and its functional application software in word processing, database management, and spreadsheet analysis. The guide begins by introducing students to computers: when and how they are used, hardware and software, and the proper handling of disks and computer lab equipment. Basic computer skills such as loading, saving, and formatting disks are covered next, followed by an introduction to the word processing program PC Write. Student activities include the writing of reports, stories, poems, letters, and a class newspaper. The PC-File III program teaches students how to make files on different topics and organize reports from the files. The As Easy As spreadsheet program teaches students how to create budgets, order forms, and other computing skills. Each lesson contains student worksheets and activities that reinforce what is taught in the lesson. These may also be found in the Appendix. It is suggested that the book be used sequentially. The data disk and three program disks that usually accompany the guide are not included in this document. (DB)

ED 327 190 IR 053 365

Shubert, Joseph F., Ed.; Josey, E. J., Ed.
Library and Information Education for the Information Society.
New York State Library, Albany.
PUB DATE- 89
NOTE- 79p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Accreditation (Institutions); Archives; *Curriculum Development; Curriculum Evaluation; Distance Education; Elementary Secondary Education; Ethics; *Futures (of Society); Higher Education; Information Technology; International Education; Library Associations; *Library Education; Library Services; Professional Continuing Education; Rural Areas; School Libraries
IDENTIFIERS- *New York

There are 17 articles in this theme issue on library and information education: (1) "Educating Library and Information Professionals for the 21st Century" (E. J. Josey); (2) "Ready or Not Here It Comes: Library Education for 21st Century New York State" (Richard Halsey); (3) "The Challenge of Technology: An Opening Discussion" (Thomas Surprenant); (4) "Master's Students in Library and Information Science: A Selective Comparison of Some Statistical Studies" (Emmett Corry); (5) "How Do Current Library School Curricula Prepare Librarians for All Types of Specializations?" (George Bobinski); (6) "Educating Rural Librarians: Is the Sky Falling?" (Bernard Vavrek); (7) "Ethics and Intellectual Freedom in the Education of Library and Information Science Professionals" (Virgil Blake); (8) "Archival Education in the New York Library Environment" (Richard Cox); (9) "Educating a New Generation of Librarians for Work with Young People" (Amy Spaulding); (10) "The International Environment of Information Education" (Marta Dosa); (11) "What Do Library Schools Teach about Professional Organizations?" (Inez Sperr-Brisfjord); (12) "Toward a Lifelong Student Body" (Elizabeth Stone); (13) "Minority Representation in Library and Information Science Programs" (E. J. Josey); (14) "Accreditation of Library Educational Programs Reexamined" (Herman Totten); (15) "From the Beginning: Two Pioneers in Library Education" (Robert Karlowich and Rhoda Garoogian); (16) "Eight Paths to Information Excellence" (Suzanne Hildenbrand); and (17) "An Additional Means of Delivering Library Education" (Joseph Shubert and Patricia Dyer). (SD)

ED 327 205 IR 053 385

Szudy, Thomas; Byrnes, Jane, Ed.
Reaching New Readers: Library Planning for a Literate Society.
Occasional Paper Series 2, No. 6.
Ohio State Library, Columbus.
PUB DATE- May 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
Tests, Questionnaires, Evaluation Instruments (160)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Check Lists; *Community Involvement; *Cooperative Programs; *Grantsmanship; Guidelines; Library Development; Library Role; *Library Services; *Literacy Education; *Public Libraries
IDENTIFIERS- Library Services and Construction Act

This publication outlines approaches librarians may take to begin a literacy program in a public library or a literacy coalition in the community, and provides guidelines for writing a successful literacy grant application to fund the coalition. Ways in which a library may advance literacy and serve patrons for whom English is a second language are also suggested. Some positive developments in the field of literacy are noted, including the adoption of workplace and family literacy programs, increased federal and state funding of literacy programs, public awareness of literacy issues, and television coverage of literacy programs. This guide includes a literacy coalition sample organization chart and an application checklist for Library Services and Construction Act (LSCA) grant funds. (MAB)

Bishop, Ann P.
The National Research and Education Network (NREN): Promise of New Information Environments. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 4p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Networks; *Federal Legislation; Information Management; *Information Networks; National Programs; Systems Analysis; *Systems Development; Telecommunications; User Needs (Information)
IDENTIFIERS- ERIC Digests; *National Research and Education Network

This digest describes proposed legislation for the implementation of the National Research and Education Network (NREN). Issues and implications for teachers, students, researchers, and librarians are suggested and the emergence of the electronic network as a general communication and research tool is described. Developments in electronic communications and computing since the late 1960s are reviewed, including the development of such networks as ARPANET, NSFNET, Internet, BITNET, CSNET, and CREN. Implementation of the National High Performance Computing Act of 1990 would provide for: (1) the involvement of science agencies and national libraries in the development of resources for the NREN; (2) the linking of federal and industrial laboratories, educational institutions, and libraries; (3) the development of electronic information resources and services; and (4) the development of supercomputers and advanced software to support scientific and engineering research. However, before such a network can be instituted, several issues need to be resolved, including how to determine costs and management policies, guarantee universal access, provide user support and training, overcome organizational resistance to networking, maintain quality control of information resources, and adapt network services to research and education norms. New initiatives for network research, services, and advocacy have emerged as a result of growing support for national networking; these include the Corporation for National Research Initiatives, Reference Point, the Coalition for Networked Information, and the Electronic Frontier Foundation. One common goal of these initiatives, one that educators and librarians share, is the desire to shape the future of national networking in such a way that its benefits are made available to a broad range of users. (10 references) (MAB)

Grossbach, Barry L.
Generating Faculty Dialogue across Colleges: A Personal Experience. Transfer Working Papers, Volume 2, Number 1, January 1991.
American Council on Education, Washington, DC. National Center for Academic Achievement and Transfer.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jan 91
NOTE- 14p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Faculty; Community Colleges; Course Content; *Curriculum Development; General Education; Higher Education; *Intercollegiate Cooperation; Teacher Workshops; *Transfer Policy; Transfer Programs; Two Year Colleges; Universities

In 1989, a 1-week summer workshop involving faculty from the Community College of Philadelphia (CCP), and LaSalle and Temple Universities (Philadelphia) was held to discuss student transfer bewteen institutions with special emphasis on the rate of successful enrollment and transfer of minority students. CCP coordinated this first workshop, assembling a total of 30 faculty representatives from the three schools. Workshop organizers argued that if faculty across colleges developed a sense of common classroom practices, this would eventually percolate up to the administrative levels where articulation agreements are hammered out. As an outgrowth of the workshop, six working groups were formed in fall 1989 representing the disciplines of physical science, history, math, English, social sciences, and foreign languages. A total of 40 faculty members from the three colleges participated in five 2-hour meetings held for each discipline. The content of these discussions was more specific than during the summer 1989 workshop, covering issues of course syllabi, the nature of exams and writing assignments, appropriate reading materials, sequencing of courses, and criteria for mathematics literacy. These meetings were held in preparation for a 2-day conference planned for the following spring. The conference, held in April 1990, brought together 150 educators from two- and four-year institutions from across the state. The workshops and discussion groups, shaped by the members of the original six disciplinary committees, focused on course content and classroom teaching. (GFW)

ED 327 290 PS 019 262

Hazareesingh, Nedra, Ed.; Livingston, Jean, Ed.
Early Education: Building Bridges to the Future. Proceedings of the Annual Conference on Early Childhood Education (8th, Duluth, Minnesota, September 30 and October 1, 1988).
Minnesota Univ., Duluth. Dept. of Child and Family Development.
PUB DATE- 88
NOTE- 50p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art Education; Child Development; Cognitive Development; Community Programs; Coping; Curriculum Design; Disabilities; Early Childhood Education; *Educational Practices; *Fire Protection; Instructional Development; Learning Activities; Manipulative Materials; Mathematics Instruction; *Parenting Skills; *Piagetian Theory; *Play; Story Reading; Teacher Characteristics
IDENTIFIERS- *Constructivism; Empiricism; Screening Programs; Transition Time

This collection contains the keynote address and several presentations that were delivered at a University of Minnesota conference on issues in early childhood education. Keynote speaker Rheta DeVries discussed three tasks facing the educator who is learning to be a constructivist teacher: understanding the nature of the child's mind; overcoming four empiricist ideas about teaching and learning; and completing four phases in movement toward the practice of constructivist education. Sectional presentations concerned: (1) developing an understanding of artistic works through art education during early childhood; (2) planning for play; (3) rearing competent children by applying developmental concepts; (4) teaching young children concepts in fire prevention, evasion, and safety; (5) using books in the classroom; (6) using community-based screening in early childhood in public schools, preschools, and child care programs; (7) using a Piagetian approach to mathematics with manipulatives; and (8) coping with disability by means of identification of positive contributions made by disabled persons, an informal support network, mixed support from professionals, and limited expectations for the future. Citations accompanying the presentations number 80. Mailing addresses of presenters are provided. (RH)

Mathematics Curriculum Guide General Mathematics. Bulletin 1987, No. 50.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 87
NOTE- 402p.; For related documents, see SE 051 846-852.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computation; Consumer Education; Course Content; Equations (Mathematics); Estimation (Mathematics); Fractions; Geometry; Instructional Materials; *Learning Activities; Mathematical Concepts; *Mathematics Education; Mathematics Skills; Metric System; Numbers; Probability; *Problem Solving; Secondary Education; *Secondary School Mathematics; Standardized Tests; State Curriculum Guides; Statistics; *Teaching Methods
IDENTIFIERS- Alabama

This guide is designed to help classroom teachers implement the Alabama Course of Study: Mathematics K-12. It is inclusive also of the objectives tested by the Stanford Achievement Tests and the Alabama Basic Competency Tests. One characteristic of the curriculum guide is that it clearly states what students should learn in each grade level. These objectives are called student outcomes and appear in the table of contents. The majority of the material, however, consists of classroom activities that lead students to the desired outcomes. The curriculum guide specifies what to teach as well as ways to teach it. Each section of the guide contains a specific table of contents, which lists what students should learn; activities; original sources; and student outcomes. Activities are preceded by a description of the area of mathematics covered, the specific student outcomes that are addressed in the activities, and notes for the teacher, which convey information important for effectively carrying out the activities. Topics include computation, estimation, approximation, powers, square roots, decimals, fractions, percent, integers, geometry, linear equations, inequalities, metric system, measurement, probability, statistics, and consumer mathematics. (KR)

ED 327 273 PS 019 175

Clarie, Joanne
Technical Assistance and Reinforcement for Teachers Implementing a Thinking Skill Model.
PUB DATE- Jul 90
NOTE- 54p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Curriculum Enrichment; Educational Practices; *Elementary School Curriculum; *Elementary School Teachers; Inservice Teacher Education; Intermediate Grades; Program Evaluation; *Thinking Skills

A fourth grade teacher in an accredited parochial school implemented and evaluated a 10-week practicum intervention designed to improve nine elementary school teachers' understanding of terminology related to thinking skills and to increase their integration of thinking skills processes into the curriculum. Thinking skills addressed were productive thinking, communication, forecasting, decision making, and planning. Technical assistance was offered in five in-service meetings. The 5-week schedule was designed to enable the modeling and evaluation of the thinking skills at each grade level. Each participating teacher received a Manual of Thinking Skill Terminology. Evaluation data indicated that practicum objectives were attained. Appendices provide survey, observation, and self-evaluation instruments, and the manual of thinking skill terminology. (RH)

ED 327 385 SE 051 830

Fox, Michael E.
A Report on Studies of Motivation Teaching and Small Group Interaction with Special Reference to Computers and to the Teaching and Learning of Arithmetic. CITE Report No. 31.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Mar 88
NOTE- 56p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Cooperative Learning; Discovery Learning; Educational Strategies; Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Mathematics Education; *Mathematics Instruction; *Motivation; Problem Solving; Secondary School Mathematics; *Small Group Instruction; Student Attitudes; Teaching Methods
IDENTIFIERS- England

The purpose of this report is to see what the literature has to say about motivation and group interactions, both with and without the assistance of computers. The ultimate purpose is to examine in detail how the emerging ideas can be used to enhance the teaching and learning of arithmetic using computers. This report is divided into the following sections: motivation, teaching, and small group interaction. Each section contains general considerations and summaries of the major research papers of interest. Topics covered in these papers include curiosity, fantasy or play, interest of students, attitudes of students, teaching methods, discovery learning, Piagetian and Neo-Piagetian methods, evaluation of teaching methods, problem solving, knowledge processing, goal construction, and cooperative learning. (KR)

ED 327 469 SO 030 473

United States History: United States History I, Honors United States History I ACT, AP US History I.
Fort Worth Independent School District, Tex.
PUB DATE- 89
NOTE- 140p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; *Advanced Placement Programs; Curriculum Guides; Elementary Secondary Education; Instructional Materials; Learning Activities; Social Studies; Student Educational Objectives; Teaching Methods; *United States History; Units of Study
IDENTIFIERS- Fort Worth Independent School District TX

This curriculum guide, covering U.S. history, honors U.S. history, and advanced placement U.S. history contains the following components: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units; bibliographies; and lists of community resources and other supplementary materials. (DB)

ED 327 062 FL 019 022

Sesep, N'Sial Bal-Nsien

Langage, normes et repertoire en milieu urbain africain: L'indoubill (Language, Norms, and Repertoire in the African Urban Milieu: Indoubill).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

PUB DATE- 90

NOTE- 107p.

LANGUAGE- French

EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Delinquency; Diachronic Linguistics; Foreign Countries; *Indigenous Populations; *Language Patterns; Language Research; Language Variation; *Lingala; Linguistic Theory; *Sociocultural Patterns; Sociolinguistics; *Uncommonly Taught Languages; Urban Areas

IDENTIFIERS- *Zaire (Kinshasa)

A study explored, from a sociolinguistic perspective, the phenomenon of indoubill, patterns and usage of a special variety of Lingala, among a group of delinquent urban youth in Kinshasa (Zaire). It is proposed that: (1) at a particular moment in its social history, the community experienced sociocultural change that brought with it a special language variety replacing particular functions in the communicative strategies of the standard language; (2) certain social and behavioral characteristics are reflected in the language variety chosen; (3) the speakers of such a variety can upset the community's lexical repertoire and expression of cultural knowledge; and (4) it is possible to see conflicting relationships among the different varieties evolving. The report begins with an overview of the linguistic situation of Zaire and of Kinshasa, particularly in public administration, justice, the army, the media, and education, and the colonial and post-colonial ideology. The report proceeds to describe the indoubill community, the origins and development of the language variety, monolingual and bilingual constructions, variations in form and spelling, variations in meaning, and borrowing. A variety of social and linguistic hierarchies are examined. Communicative strategies and spoken indoubill are also analyzed. A 96-item bibliography is included. (MSE)

ED 327 110　　HE 024 134

Chaney, Bradford; Farris, Elizabeth

The Finances of Higher Education Institutions. Higher Education Survey, Survey Report Number 8.

Westat, Inc., Rockville, MD.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

PUB DATE- Nov 90

NOTE- 82p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Applicants; *Educational Finance; Enrollment; Expenditures; Federal Aid; Fees; Higher Education; *Private Colleges; *Public Colleges; School Surveys; *Student Costs; Student Financial Aid; Trend Analysis; *Tuition

As part of the congressionally mandated Higher Education Cost Study, a Higher Education Survey (HES) was conducted to provide reliable national estimates on the financial condition of higher education and the sources of tuition increases as perceived by financial officers at higher education institutions. Questionnaires were mailed to financial officials at 473 higher education institutions, excluding specialized schools (e.g. medical schools, dental schools, etc.). Results indicated that (1) respondents were more satisfied with their institutions' ability to control expenditure than with their ability to obtain revenue; (2) tuition and fees increased at a rate between two and three times the rate of inflation from 1980-1981 to 1988-1989. Public institutions identified the greatest impact on tuition as coming from a combination of state tuition policy requirements and a decrease in the proportion of state/local funding. Private institutions regarded the greatest impact on tuition as coming from an increase in operating expenditures, increased institutional student aid, and a decrease in the proportion of Federal funding. Financial officials felt, however, that increases in tuition would have little effect on the number of students applying for admission to their institutions. Appended are 21 tables, technical notes, and the survey questionnaire. (LT)

ED 327 126 HE 024 159

Dottin, Erskine S.

A Survey of Faculty Perceptions Regarding Workplace Democracy: A Descriptive Case Study of an Institution of Higher Education.

SPONS. AGENCY- University of West Florida, Pensacola.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Faculty; *Employer Employee Relationship; Higher Education; *Organizational Climate; Participative Decision Making; Surveys; *Teacher Attitudes; *Work Environment
IDENTIFIERS- University of West Florida; *Workplace Democracy

A study investigated the attitudes, feelings, and perceptions of faculty members at the University of West Florida toward the larger workplace (the organization) and, in particular, their immediate work setting (climate). The two primary questions to be answered were: (1) do faculty perceive their departments as promoting or restricting workplace democracy? and (2) are there significant differences among departments in their promotion or restriction of workplace democracy? Faculty members (N=273) in about half of the academic departments at the University of West Florida were mailed a 72-item survey, instrument (the Humanistic Climate Scale) of which 100 were returned and found usable for the study. The results of the study showed that there is a significant difference among faculty in 14 departments regarding the perceived importance placed in their work environments on authentic self-disclosure and expression, on experiencing and exploring the work environment, on sharing with others, and on having a feeling of community and connection. The findings lead to the conclusion that departments at the University of West Florida are not all facilitating a humanistic work climate. Contains 25 references. (Author/GLR)

ED 327 142 IR 014 761

Swan, Karen; Mitrani, Marco
Teaching and Learning with Computer-Based Instruction.
PUB DATE- Mar 90
NOTE- 5p.; Paper presented at the International Conference on Technology and Education (Brussels, Belgium, March 20-22, 1990). For a related paper, see IR 014 759.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; Basic Skills; *Computer Assisted Instruction; *Educationally Disadvantaged; Elementary Secondary Education; Individualized Instruction; Intervention; Interviews; *Locus of Control; Remedial Instruction; *Student Attitudes
IDENTIFIERS- *Computer Pilot Program NY; *New York City Board of Education

This paper is based on data collected from New York City's Computer Pilot Program, an on-going investigation of the use of comprehensive computer based instruction (CBI) programs in the basic skills remediation of educationally disadvantaged students in grades 3-12. The findings suggest that the use of comprehensive CBI is altering the ways in which teachers teach and students learn: (1) CBI classrooms were more student-centered and cooperative than regular classroom environments; (2) teachers were more the facilitators of learning and learning was more individualized when computers were involved; and (3) students were more motivated and less threatened when learning on computers than when learning in regular classrooms. (Author/DB)

ED 327 324 PS 019 352

Bryant, Donna M.; And Others
Best Practices for Beginners: Quality Programs for Kindergartners. Executive Summary.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
PUB DATE- Mar 89
NOTE- 21p.; For Final Report, see PS 019 351.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Administrator Attitudes; Classroom Research; *Educational Improvement; *Educational Practices; *Educational Quality; *Kindergarten; Primary Education; State Surveys; Teacher Attitudes
IDENTIFIERS- *Developmentally Appropriate Programs; North Carolina

This report presents the results of a statewide study of kindergarten practices in North Carolina during 1988. The study was initiated due to concern about the developmental appropriateness of kindergartens. A total of 103 randomly selected kindergarten classrooms were observed in an effort to measure the quality of classroom practices. In addition, 218 elementary school principals and 375 kindergarten teachers were surveyed about their knowledge, attitudes, and philosophies regarding kindergarten practices. A summary of findings and recommendations is followed by a detailed description of study methods, results and discussion, and more detailed recommendations. (RH)

ED 327 340 PS 019 383

Early Learning Support Network.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- Jul 88
NOTE- 5p.; For related documents, see PS 019 381-382.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; Educational Quality; *Inservice Teacher Education; *Networks; *Observation; Postsecondary Education; Profiles; *Program Improvement; *State Programs
IDENTIFIERS- *Maryland

This brief document profiles Maryland's Early Learning Support Network. The Network includes a group of early childhood centers in public schools in the state. The centers serve as training and observation sites for persons interested in improving the quality of their early learning programs. Two types of centers are involved: observation centers that provide opportunities for interested persons to observe high quality programs in operation, and support centers that provide field experiences for persons endeavoring to strengthen their knowledge and skill in areas related to the implementation of early childhood programs. Both types of centers were selected because they exemplify excellence, diversity, and effectiveness in the provision of educational programs for young children. Sections of the document provide: (1) an overview; (2) underlying premises; (3) objectives; (4) a statement of procedures for becoming involved with support centers, including the interested person's desire for and efforts at improvement, the observation and practice of improvement strategies, and the implementation and institutionalization of improvement strategies; and (5) a brief statement of procedures for contacting observation centers. (RH)

ED 327 355 RC 017 914

Flor, Richard F., Ed.

Integreating Experiential Education. Proceedings Manual of the Annual Conference of the Association for Experiential Education (18th, St. Paul, Minnesota, October 5-8, 1990).

Association for Experiential Education, Boulder, CO.
PUB DATE- Oct 90
NOTE- 202p.; Some illustrations will not reproduce well.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adventure Education; Cooperative Learning; *Discovery Learning; Educational Innovation; Educational Philosophy; Environmental Education; *Experiential Learning; Life Style; *Nontraditional Education; Outdoor Activities; *Outdoor Education; Therapy

The mission of this conference was to explore and promote the integration of experiential learning with diverse communities and settings. The 60 presentations, workshops, and preconference events included in this proceedings manual are organized under the following topics: (1) foundations; (2) urban, school, and corporate environments; (3) social and cultural diversity; (4) Native American foundations; (5) programming for people with disabilities; (6) therapeutic and treatment settings; (7) service learning; (8) spirituality and reflection; (9) music and dance; (10) environmental issues; (11) management and administration; (12) careers in outdoor education; (13) safety and rescue; (14) research and writing; (15) media and technology; and (16) world issues and peace. Each of the entries for conference events typically includes: (1) an introductory section that provides philosophic or background information about the activity; (2) a description of the content of the presentation, workshop, or event; and (3) some concluding remarks on the topic. The names and addresses of the presenters or their affiliated institutions are included with most of the articles. (ALL)

ED 327 369 RC 017 960

Higbee, Paul S.

Rural Experiment. How Three South Dakota Schools Are Opening Doors to Their Communities...Exploring Business Partnerships, Professional Alliances, Functional Building Designs, and Expanded Learning Environments for the Information Age.

Black Hills Special Services Cooperative, Sturgis, SD.;
Mid-Continent Regional Educational Lab., Aurora, CO.

PUB DATE- 90

NOTE- 27p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- American Indian Education; American Indian Reservations; Community; *Community Development; Educational Innovation; *Education Work Relationship; Elementary Secondary Education; *Entrepreneurship; Pilot Projects; Rural Education; *Rural Schools; *School Business Relationship; *School Community Relationship; Small Schools

IDENTIFIERS- Small Towns; *South Dakota

The Rural School and Community Development Project encourages South Dakota rural schools to take roles in local economic planning. This booklet profiles 3 of the project's 12 pilot schools: Takini School on the Cheyenne River Indian Reservation, Estelline, and Belle Fourche. The three communities differ greatly in their histories, lifestyles, economic bases, and expectations. The specific methods of developing school-community alliances in these three cases are less important than the spirit of experimentation behind the methods. In Estelline, the community has become a classroom. With encouragement of the local development corporation, a new elective high school class--Rural Economics--allows students to learn about local businesses and their hometown and encourages student entrepreneurship. Takini--a K-12 reservation school planned by federal bureaucrats--was sited equidistant from three towns and has no town of its own. Nevertheless, with parent and tribal support, the school plans to build an auxiliary building surrounding an arena, to be used for community rodeos and powwows. Classrooms will have "storefront" openings onto the arena, which students can use for running food concessions and selling items such as horse halters. In Belle Fourche, a "classroom without walls" approach has led to high school students surveying the local business climate, mapping the town for the 1990 census, writing for the local paper and radio station, and completing requirements for a town listing in the governor's directory for national business recruitment. (SV)

ED 327 418 SE 051 865

E3: Organizing for Environment, Energy, and the Economy in the Executive Branch of the U.S. Government.

Carnegie Commission on Science, Technology, and Government, New York, NY.

PUB DATE- Apr 90

NOTE- 28p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Alternative Energy Sources; Conservation (Environment); Decision Making; Depleted Resources; *Energy Conservation; Environment; *Environmental Education; Fuels; Natural Resources; Needs Assessment; *Policy Formation; Pollution; *Science and Society; Science Education; *Technology

A Task Force created in 1989 was asked to provide the Carnegie Commission on Science, Technology, and Government with a brief statement outlining both functional needs in environment and energy and institutional forms to enhance the government's capability to address the emergent issues. One key need the Task Force has identified is for a greater emphasis on developing and structuring incentives to prevent environmental problems, rather than responding to problems only after they occur. A second need is to grapple with the multitude and subtlety of interfaces between issues, not only of environment and energy, but of the economy as well. This report suggests that there is an abundance of organizations that deal with specifics, but not with their integration. Discussions include: (1) limitations of command and control; (2) linking economic and energy needs to the environment; (3) international dimensions; (4) short and long term objectives; (5) matching organizations to the problem; and (6) coordination between existing systems. Key and supporting recommendations of the Task Force have been included. Appended is a discussion on the greenhouse effect as an illustration of the linkages between the environment, energy, and the economy. (KR)

ED 327 435 SO 030 303

Craig, John
Comparative African Experiences in Implementing Educational Policies. World Bank Discussion Papers No. 83. Africa-Technical Department Series.
World Bank, Washington, D. C.
PUB DATE- 90
NOTE- 104p.; For related documents, see SO 030 302-310.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Area Studies; Case Studies; *Comparative Education; Developing Nations; Educational Development; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; International Programs; *Literature Reviews
IDENTIFIERS- *Africa; *Africa (Sub Sahara)

This paper reviews the scholarly literature concerned, directly or indirectly, with the implementation of educational policies in Sub-Saharan Africa. The first part considers the reasons both for the past neglect of implementation issues and for the current interest in the subject. It also introduces some conceptual issues relevant to the analysis of implementation questions, drawing heavily on the literature that focuses on policy processes in Western countries. The second part offers general observations concerning the literature on the implementation of educational policies in Africa, and characterizes this literature with respect to the policies considered, the countries studied, and other variables. The third part outlines the major conceptual frameworks that have been developed for the analysis of implementation issues. It then considers the matter of causation as this is addressed, explicitly or implicitly, in the literature on educational policy implementation in Africa. Six major sets of variables are identified, and the arguments that have been advanced with respect to the explanatory significance of each set are summarized. The paper concludes with some comments on the deficiencies of literature reviewed and with a call for research that is better informed by the often more sophisticated work of those who have studied implementation issues in other policy domains and in other parts of the world. The appendices follow the text. The first lists the journals surveyed systematically for purposes of this paper, and the second is a bibliography. (Author)

Lukaszewski, Witold J.
From Brezhnev Doctrine to New Thinking: Soviet Reforms and European Security.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the International Studies Association (Washington, DC, April 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communism; *European History; Foreign Countries; *Foreign Policy; Ideology; International Relations; *International Studies; Political Influences; Political Science; Self Determination; Social Change; World Affairs
IDENTIFIERS- *Brezhnev (Leonid); Europe; *Gorbachev (Mikhail); USSR

Mikhail Gorbachev has drastically altered the foreign policy of the Soviet Union, and in so doing has also brought about a new international political reality for all of Europe. This paper contrasts Gorbachev's "New Thinking" in foreign policy with the Brezhnev Doctrine (an approach associated with former USSR leader Leonid Brezhnev that characterized Soviet policy prior to Gorbachev) in terms of the effect the policies have had on conditions in central Europe. Under the Brezhnev Doctrine, the countries of central Europe retained nominal sovereignty, but in reality were ideologically submerged by way of Communist Parties in each state that were mere carbon copies of the party in Moscow. Gorbachev released the countries from this ideological yoke, and thus they have been freed to formulate foreign policies that reflect their own interests. While there is now more freedom throughout central Europe, there is also greater instability. This raises the paradoxical question of whether Europe was better off in times of the Brezhnev Doctrine than it is now. (DB)

ED 327 488 SP 032 777

Smith, Joe Michael

School Districts as Teacher Training Institutions in the New Jersey Alternate Route Program.

PUB DATE- 15 Feb 90

NOTE- 15p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Clearwater, FL, February 15, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; Preservice Teacher Education; *Program Evaluation; *School Districts; *State Programs; Surveys; *Teacher Education Programs

IDENTIFIERS- *New Jersey Alternate Route Program

In the New Jersey Alternate Route Program, the professional education of provisional teachers is provided by the local school district and the state department of education. A 20-day, on-the-job training period conducted by the school district qualifies the provisional teacher to take complete charge of the classroom. This study examined the amount and type of supervision provided for the provisional teachers, the type and amount of training given, the source of the training, and the level of compliance with the mandate from the state. Data were collected through a survey of provisional teachers (N=94) consisting of a set of directions and a 10-category log to be kept daily. The surveys asked the participants to keep records on the amount of time they taught each day; the amount of time they observed others teach; whether these observations were structured or unstructured; the conduct of a preobservation conference; and a critique. The number of meetings and amount of time spent with their school-based support team were also logged. Survey results indicated that the provisional teachers have not been receiving the training required by the state department of education. (JD)

ED 327 094 HE 024 111

Cronin, Michael; Hall, Payson

A Survey of Employment Opportunities for Graduates with a Master's in Corporate and Professional Communication: A Case Study.

SPONS. AGENCY- Radford Univ., Va.

PUB DATE- Nov 90

NOTE- 17p.; Paper presented at Speech Communication Association Convention (Chicago, IL, November 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Advertising; *Business Communication; Case Studies; *Communication Skills; *Employer Attitudes; *Employment Opportunities; Higher Education; Mass Media; *Masters Degrees; Occupational Information; *Organizational Communication; Public Relations; State Universities; Surveys

IDENTIFIERS- *Radford University VA

An employer survey was designed and conducted to assess the availability of employment opportunities for individuals holding a master's degree in Corporate and Professional Communication within the primary geographic area of Radford University, Virginia. Surveys were mailed to 5,004 companies and organizations categorized as follows: (1) communications industries (publishing, TV-radio, advertising, cable-TV, and data communication businesses); (2) national advertisers; (3) personnel and training administrators; and (4) public relations directors. Analysis of the 435 returned surveys indicated that strong employment opportunities do exist for graduates of master's programs in Corporate and Professional Communication which implies that employers are recognizing the importance of effective communication in the workplace. However, a conservative approach was adopted in interpreting the results of the survey due to a number of factors, including, the fact that attitude surveys are imperfect measures of behavior; and a low response rate limits the generalizability of results. Five references and six tables are included. (LPT)

ED 327 175 IR 014 801

Hornbeck, David W.

Technology and Students at Risk of School Failure.

North Central Regional Educational Lab., Elmhurst, IL.
PUB DATE- 90
NOTE- 22p.; Paper commissioned for the Chief State School Officers' State Technology Conference (Minneapolis, MN, April 29-May 2, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Basic Skills; *Computer Assisted Instruction; Databases; *Educationally Disadvantaged; *Educational Technology; Elementary Secondary Education; *High Risk Students; Learner Controlled Instruction; Microcomputers; Thinking Skills

There are a multitude of academic and non-academic, economic, physical, and demographic conditions that place children in the high risk of failure category in elementary and secondary schools. Assistance for these children may come through computer-assisted instruction (CAI), not only because software is available that addresses student needs, but also because of the ability of the computer to empower students to take control of their own learning. Such experiences of control are integral to the academic success of at-risk students, many of whom feel a lack of control due to environmental, physical, mental, or language disabilities. While research has shown that CAI can help at-risk students learn basic skills such as reading, writing, and mathematics, studies have also revealed that CAI helps students think critically, solve problems, and draw inferences. Technologies such as instructional video, videodisks, and distance education systems can be used to enhance motivation, interaction, and learning in at-risk students, while student databases can be used to produce, manage, and assist in the analysis of student performance, in planning instructional programs, and in organizing and tracking learning objectives for individual students. (DB)

ED 327 259 JC 910 075

McConochie, Daniel D.
Graduation, Transfer, and Still Enrolled Status Tables for 1982, 1983, 1984, and 1985 Cohorts of First-Time Full-Time Students. Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Feb 91
NOTE- 20p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Attendance Patterns; College Transfer Students; Community Colleges; *Enrollment Trends; Longitudinal Studies; Student Attrition; Success; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- *Maryland

In the Maryland community colleges, a Success Rate Indicator is used to measure student success and is determined from the graduation, transfer, and still-enrolled status of a cohort of first-time full-time students after 4 years. The information is obtained by matching enrollment and graduation files from all public colleges in Maryland. Students who transfer, graduate, or are still enrolled after four years, make up the "success rate" for that particular cohort of students. This report examines trends in the Success Rate Indicator and its components for the four student cohorts from fall semesters 1982 through 1985. Aside from a brief narrative introduction of highlights, the report is comprised entirely of data tables. Report highlights include the following: (1) the success rate of students rose from 42% for the 1982 cohort to 45% for the 1985 group; (2) the percentage of students transferring rose from 22% for the 1982 cohort to 25% for the 1985 group; (3) 17% of the 1985 cohort had transferred without first obtaining a degree from the community college, up from 15% for the 1982 cohort; (4) the percentage of students still enrolled after four years rose from 8% for the 1982 cohort to 9% for the 1985 group; (5) the percentage of students graduating has remained in the 18% to 20% range for all four groups; and (6) among the 1985 cohort, 51% of the white students had graduated, transferred or were still enrolled, as compared with 25% of the black students; and (7) the systemwide student cohort size has experienced a 17% drop over the 4 years. (GFW)

ED 327 274 PS 019 177

Wasserman, Trudy R.

Improving First Grade Students' Affective Behavior through Implementing a Self-Esteem Program.

PUB DATE- Apr 88

NOTE- 82p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Affective Behavior; Childrens Literature; *Elementary School Students; Grade 1; Primary Education; Program Implementation; Resource Materials; *Self Esteem; *Student Improvement

A 10-week practicum intervention was implemented with 67 first graders at a small, independent, university-run school in order to improve the children's affective behavior by increasing their self-esteem. The program began with a meeting with parents at which they were informed of the school's emphasis on self-esteem. In-service education was conducted among teachers and the school nurse. Students assessed their preprogram level of self-esteem. The program gave students opportunities to explore their senses of identity, belonging, security, purpose, and competence. In postprogram assessments, parents, teachers, and students observed changes in the students' affective behavior. Appendices provide measures, related materials, and references to 12 resources used in the program. Twenty-five references are listed. (RH)

ED 327 308 PS 019 312

Warm, Rochelle Robinson
The Development and Implementation of Inservice Workshops To Train Teachers/Administrators in Parent Involvement.
PUB DATE- 90
NOTE- 69p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrators; Day Care; Early Childhood Education; Elementary Education; *Elementary School Teachers; *Family School Relationship; *Inservice Teacher Education; *Parent Participation; *Preschool Teachers; Program Implementation; Teacher Workshops

An adjunct faculty member at a community college implemented and evaluated a practicum intervention designed to develop a teacher in-service education program promoting parental involvement and fostering communication between home and school. A series of sequenced in-service workships provided teachers and administrators with knowledge, understanding, and skills related to parental involvement in children's learning at personal, practical, and conceptual levels. Each in-service workshop included a pretest/posttest and a discussion of: (1) federal, local, state, and corporate policies which might affect parents and teachers; (2) family backgrounds directly influencing parental involvement in the schools; (3) effective communication skills; (4) methods for effectively conducting parent-teacher conferences; and (5) methods for increasing home-school cooperation and parental involvement. An evaluation was conducted in order to determine the most and least effective activities and materials in each in-service course. Workshops were offered to early childhood and elementary education teachers and administrators employed by a county school district. Results were positive. Teachers and administrators gained personal, practical, and conceptual knowledge, understanding, and skills concerning parental involvement in children's learning. Appendices provide measures and related materials; a 40-item reference list is included. (RH)

Draper, Steve; And Others

Information Technology in Education: Conceptual Change in Science. CITE Report No. 52.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Cognitive Development; Cognitive Structures; Computer Software; *Concept Formation; Concept Teaching; *Elementary School Science; Elementary Secondary Education; Foreign Countries; *Misconceptions; Science Education; *Scientific Concepts; *Secondary School Science; Thinking Skills
IDENTIFIERS- England

This paper aims to clarify and describe the process of change in learners' conceptual understanding of natural phenomena. It begins by reviewing the existing literature on models of conceptual change and on children's conceptions in a number of selected topic areas. Strategies for exploring and developing children's ideas in these areas have also been clarified and developed, and computer software that could be useful in exploring children's reasoning and promoting conceptual change is identified. A range of intervention strategies has been devised to promote conceptual change, focusing on the use of computer-based methods. The document's section headings are: (1) "The Overview of the Research"; (2) "The Research Collaboration"; (3) "Background to the Field of Study"; (4) "Topic Domains Selected for Study"; (5) "The Role of Computer Based Activities in Promoting Conceptual Change"; (6) "Software Tools"; and (7) "Phasing of the Work." Appended is a list of Centre for Information Technology in Education (CITE) reports. (Author/KR)

ED 327 470 SO 030 474

World History Studies: World History Studies I, Honors World History Studies I.
Fort Worth Independent School District, Tex.

PUB DATE- 89
NOTE- 115p.; For related documents, see SO 030 470-476.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *History Instruction; Instructional Development; Instructional Materials; Learning Activities; Secondary Education; Social Studies; Student Educational Objectives; Teaching Methods; Units of Study; *World History
IDENTIFIERS- Fort Worth Independent School District TX

This curriculum guide to world history studies and honors world history studies in Fort Worth (Texas) schools contains the following materials: a statement of philosophy and broad goals for each content area; objectives organized around broad content goals or strands that define specific expectations for students, prekindergarten through grade 12; scope and sequence charts; instructional planning guides that include suggested teaching activities; sample units that show the instructional planning/thinking processes used by teachers; bibliographies, annotated lists of school and community resources, reading lists, and additional supplementary materials. (DB)

ED 327 489   SP 032 778

Darr, Ralph F., Jr.
Teacher Characteristics.
PUB DATE- Feb 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- College Faculty; Elementary Secondary Education; Higher Education; *Job Satisfaction; Public School Teachers; Sex Bias; *Student Evaluation of Teacher Performance; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Motivation

This paper focuses primarily on the more prominent teacher characteristics research published in the latter half of the 1980s. Literature on the characteristics of elementary, secondary, and college-level teachers is reviewed. Demographic data suggest that today's public school teachers are older and more experienced, and have more years of education than their counterparts in 1980. They are less satisfied with the classroom as a workplace, although they feel that teaching as a profession is satisfactory. The main source of reward appears to be the large block of time allowed away from the classroom where other types of activities can be explored. Today's teachers are less likely to try to communicate with minority and female students at all grade levels, although the number of minority and female students is increasing. Increased professional stress exacerbates the communication situation. Other findings indicate that women teachers still tend to receive lower ratings from their college students, and that teacher behavior appears to be the factor that most strongly influences student evaluation of instruction. White females are still omitted from most of the teacher-student interaction in the classroom, and males receive more and better remedial instruction in mathematics than do females in the elementary grades. (JD)

ED 327 504 SP 032 813

Peters, Marlys; And Others

Recruiting, Empowering and Retaining Teachers: A System of Incentives. Recommendations from the Commissioner's Mentoring Task Force. Revised.

Minnesota State Dept. of Education, St. Paul. Instructional Design Section.

PUB DATE- 5 Nov 90

NOTE- 26p.; For a related document, see SP 032 812.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *Decision Making; Elementary Secondary Education; Mentors; *Minority Group Teachers; *Professional Recognition; School Restructuring; *Teacher Participation; *Teacher Recruitment

IDENTIFIERS- *Teacher Empowerment

Recommendations are made for a system of incentives at the state and local levels to ensure that highly capable people are attracted to and retained in the teaching profession. These recommendations include ways in which teachers can be empowered through expanding to new and more professional roles. An introduction to this report outlines issues and practices in teacher empowerment and recommends that strengthening three areas--status, knowledge, and access to decision making--will change the perception of teachers and can be the beginning of empowerment. Ten recommendations are made for a system of incentives for recruiting, empowering, and retaining capable teachers. Recommendations include: developing training programs for teacher leadership, establishing mentorship programs for new teachers, and recruiting students of color into teaching--a high priority. A variety of state and local incentives are provided to address each of the 10 recommendations. The report concludes with three legislative initiatives that elaborate on the state and local strategies or activities for implementing the recommendations. (JD)

ED 327 520   SP 032 849

Stahlhut, Richard; Hawkes, Richard

Connections with Practitioners Adds Excellence to Teacher Education.

PUB DATE- Mar 91

NOTE- 11p.; Paper presented at the National Meeting of the American Association of Colleges for Teacher Education (Atlanta, GA, February 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrator Role; *College School Cooperation; Cooperating Teachers; *Education Service Centers; Elementary Secondary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Regional Programs; School Districts

IDENTIFIERS- University of Northern Iowa

The University of Northern Iowa (UNI) has established the Regional Partnership Program, consisting of nine regional centers located across the state, so that UNI may be geographically in touch with all areas of the state. All of the centers have a common structure: the administrator of each center is a tenure track UNI professor; all centers have implemented a full semester student teaching curriculum; and all center partnerships have established an advisory cadre of local education practitioners. The program has seven major characteristics: (1) use of a regional network allows expanded student teaching experiences under a centralized administration; (2) in each regional district at least one professor has overall responsibility for achieving goals; (3) in each center a clinical supervisor is under contract to the university and directly responsible to the professor in charge; (4) at least five teachers per center belong to a cadre which works closely with the professor and clinical supervisor; (5) in each region classroom teachers are trained to serve as cooperating teachers on a term-by-term basis; (6) a special relationship has been established between school district and university; and (7) a telecommunications network has been installed. To achieve greater depth in field experience programs, each regional center has established a working structure that best fits the school districts involved in the partnership. (JD)

ED 327 537 SP 032 870

John, Martha Tyler

Education for Third World Children: Linking Practical Skills to Academic Content.

PUB DATE- 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Advancement of Policy, Research, and Development in the Third World (San Juan, Puerto Rico, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Career Development; *Cognitive Development; *Curriculum Development; *Daily Living Skills; *Developing Nations; Elementary Secondary Education; Foreign Countries; Student Needs; Thinking Skills
IDENTIFIERS- *Africa

This paper, focusing on schooling for children in Africa, recommends a pedagogy that begins with the practical, everyday experiences of the child and proceeds by extension toward more abstract ideas. It is pointed out that the basic areas of survival--food, clothing, and shelter--could be treated in courses in agriculture, home economics, and business. It would then be possible to generate ways in which teachers could apply these practical areas to building higher-level cognitive skills. Selecting the use of equipment and tools as a sample skill area, an outline is offered of the content considered under this concept. Objectives are developed from this outline, and a description is given of the expected behavior for the average child working in this subject. Basic skills encompass reading, mathematics, science and technology, social studies, and the arts. This brief course description offers a guide to selecting and teaching practical skills that are important in a given cultural setting, and to developing curricular materials that will develop higher-level and abstract thinking skills (JD)

ED 327 552   TM 015 892

Handley, Herbert M.; Thomson, James R., Jr.

Determination of Reliability and Validity for Myself as a Teacher Scale.

PUB DATE- Nov 90

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Beginning Teachers; Concurrent Validity; Elementary School Teachers; Elementary Secondary Education; Factor Analysis; Higher Education; Item Analysis; *Likert Scales; Predictive Validity; Secondary School Teachers; *Self Concept Measures; *Student Teachers; *Teacher Attitudes; Teacher Morale; Test Construction; *Test Reliability; Test Validity

IDENTIFIERS- *Myself as a Teacher Scale

The reliability and validity of the Myself as a Teacher Scale (MTS), developed to assess the self-concept of teachers, were studied. Materials developed by David P. Butts and Robert Howe were used to construct a 62-item Likert-type scale asking individuals to rate themselves on certain criteria. After a pilot study with 92 preservice teachers and item analyses, the number of items was reduced to 32. Initial internal reliability was derived from a study of these 32 items. A second group of 42 student teachers was tested, and a reliability coefficient of 0.92 was achieved. A retest with these students found a test-retest reliability coefficient of 0.89. The internal consistency of the MTS was evaluated using 426 student teachers for an alpha coefficient of 0.96. Thirty-two preservice teachers were administered the MTS and the Tennessee Self Concept Scale for a modest correlation, indicating concurrent validity. Predictive validity was examined in studies of the classroom performance of student teachers and teacher morale of 35 first-year teachers. Factor analysis through principal component analysis of responses of 422 preservice and inservice teachers demonstrated construct validity. One major dimension of behavior, an overall measure of self-concept as a teacher, was identified. The MTS appeared to be an effective measure. Factor loadings are listed in table form. (SLD)

ED 327 567 TM 015 998

Oversight Hearing on Testing/Assessment/Evaluation To Improve Learning in Our Schools. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives. One Hundred First Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 7 Jun 90
NOTE- 130p.; Serial No. 101-111.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Federal Government; National Surveys; *Standardized Tests; Student Evaluation; Test Construction; Testing Problems; Test Results; *Test Use; Vocational Education

This document provides statements presented at the oversight hearing on testing and assessment evaluation to improve learning in the nation's schools. Walter Haney summarizes the National Commission on Testing and Public Policy's recent report, which concluded that while well-designed and responsibly used assessment is an important source of information, there is too much national reliance on imperfect and unfair measures. Burton W. Faldet, on behalf of the Association of American Publishers, discusses test use and the importance of improving test quality. Walter E. Faithorn, Jr., representing Friends of Education, highlights the group's misgivings about test use and the misuse of standardized testing. Ramsay Selden, of the State Education Assessment Center of the Council of Chief State School Officers, indicates that better testing practices are within reach. Much of the discussion subsequent to these statements centers on the connections among test publishers, textbook publishers, and the construction of tests. Additional prepared statements, letters, and supplemental materials are included from the following persons and agencies: (1) the American Federation of Teachers; (2) the American Psychological Association; (3) the Council for Basic Education; (4) Christopher T. Cross, Office of Educational Research and Improvement; (5) Frederick H. Dietrich, the College Board; (6) Emerson J. Elliot, National Center for Education Statistics; (7) Matthew G. Martinez, Representative from California; (8) Monty Neill, National Center for Fair and Open Testing; and (9) Daniele G. Rodamar, American University. (SLD)

ED 327 581 TM 016 033

Gerald, Debra E.; Hussar, William J.
Projections of Education Statistics to 2001: An Update.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 201p.; This volume is the 20th report in a series begun in 1964; for prior year's report, see ED 312 793.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Degrees (Academic); Educational Finance; Educational Trends; Elementary Secondary Education; Enrollment; Expenditure per Student; Higher Education; High School Graduates; *National Surveys; *Predictive Measurement; *Public Schools; *School Statistics; *State Surveys; Statistical Data; *Tables (Data); Teacher Characteristics

Statistical projections for elementary and secondary schools and institutions of higher education are provided at the national and state levels through the year 2001. National projection tables cover enrollment, high school graduates, earned degrees conferred, classroom teachers, and expenditures of public elementary and secondary schools. State-level projections cover public elementary and secondary school enrollment, and public high school graduates. Data are generally shown by calendar or school year for various years from 1976 through 2001. The report also contains a methodology section describing models and assumptions used to develop the national-level and state-level projections. Projections are based on an age-specific enrollment rate model, exponential smoothing models, and econometric models. The enrollment model uses population estimates and projections from the Bureau of the Census. The exponential smoothing models are based on the mathematical projection of past data patterns into the future. The econometric models use projections of exogenous variables from the Macroeconomic Model of the U.S. Economy, developed by Data Resources, Inc. Most of the projections have three or four alternative sets of assumptions regarding various growth paths. Although the first set of projections is deemed to represent the most likely projections, the other alternatives provide a reasonable range of outcomes. In all, 110 data tables are provided. (Author/TJH)

Instruction Manual for FOCUS, The National Dropout Prevention Center Database. Version 1.0.
National Dropout Prevention Center, Clemson, SC.
PUB DATE- 90
NOTE- 47p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Community Involvement; *Databases; *Dropout Prevention; *Dropout Programs; Information Retrieval; Online Catalogs; *Online Searching; *Online Systems; *Profiles; Program Descriptions; Resource Materials; Secondary Education
IDENTIFIERS- *Calendars; Clemson University SC; Partnerships

FOCUS is a database containing dropout prevention information at Clemson University (South Carolina). FOCUS provides access to the following data files: (1) Dropout Prevention Program Profiles; (2) Dropout Calendar of Events (National); (3) Dropout Calendar of Events (South Carolina Only); and (4) Dropout Resource Materials Library. The Program Profiles file includes information about hundreds of dropout prevention programs currently operating in U.S. schools. The Calendar of Events files include information about conferences, seminars, workshops, and meetings related to dropout prevention. FOCUS can be accessed in the following ways: (1) via DORIS (Document Online Retrieval Information System) by Clemson University campus users; (2) via the CUFAN network by South Carolina users; (3) via Telenet by authorized users nationwide; and (4) via personal computer and modem. This manual provides instructions for searching FOCUS by remote access. It is comprised of the following sections: (1) introduction; (2) instructions for access via various carriers; (3) general directions to begin a FOCUS session; (4) the searching mechanism of FOCUS; (5) general searching instructions; (6) information on Program Profiles records and sample searches; (7) information on Calendar of Events records and sample searches; and (8) appendixes covering search preparation, suggested search terms, searching techniques, and topics for searching the Resource Materials Library. Update pages are included. (AF)

ED 327 610 UD 027 835

Kuntz, Diane; And Others
Ensuring the Health of Refugees: Taking a Broader Vision.
Refugee Policy Group, Washington, DC.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- May 90
NOTE- 45p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Emergency Programs; Health Needs; *Health Programs; *Health Promotion; *Long Range Planning; *Participation; Primary Health Care; *Program Implementation; *Refugees

Refugee assistance policies and programs should be reoriented to ensure both short- and long-term physical, social, and mental well-being. This approach must fully encompass primary health care and embrace a wide range of activities and programs that are not traditionally viewed as health-related. The refugee assistance community is sometimes unable to meet even basic human needs during emergencies. Failure to implement effective assistance programs can impede the improvement of refugee health and, in some cases, contribute to its deterioration. While some technical problems continue to frustrate efforts to provide effective health services, the major problems are programmatic and institutional. A persistent failing is the inability to establish long-term programs and to involve refugees in the planning and implementation of programs. The following recommendations are made: (1) give priority to interventions that address basic needs; (2) give health personnel a greater role in monitoring, advocacy, and protection activities; (3) change the way nongovernmental organizations hire, orient, and support health personnel in the field; (4) place greater emphasis on training refugees as community health workers; (5) involve refugees in all phases of assistance activities; (6) give priority funding to activities that promote good health and prevent illness over those that cure the sick; and (7) provide effective coordination that encourages greater management by local health ministries. (FMW)

Farrell, Edwin
Hanging In and Dropping Out: Voices of At-Risk High School Students.
PUB DATE- 90
NOTE- 188p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Dropout Prevention; *High Risk Students; High Schools; High School Students; *Individual Development; Interviews; Personality Theories; Preschool Education; Primary Education; *Public Schools; *School Attitudes; *Student Attitudes; Teacher Attitudes; *Urban Youth; Vocational Education
IDENTIFIERS- *Erikson (Erik); *New York (New York)

The urban high school dropout phenomenon may result from the inability of at-risk students to integrate competing social identities, or "selves." Using Erik Erikson's theory of adolescent personality development as a framework, this study analyzes information gathered from interviews with 73 New York City high school students by peer interviewers. Student attitudes toward the following areas of personal development are analyzed: (1) career; (2) sex; (3) peer relationships; (4) family relationships; (5) parenthood; (6) school; (7) boredom; and (8) drugs. The following findings are discussed: (1) while the formation of an occupational identity is the student's most important developmental task, most adolescents are more concerned with their sexual identities; (2) peers seem to have more immediate impact on the student's life than family; (3) while parenthood may become the major force in the lives of some adolescent mothers, others are completely unaffected by it; (4) career, sex, peer and family relationships, and motherhood are greater concerns than school; (5) boredom, the result of inadequate adjustment to school, appears to be the first in a series of steps to dropping out; (6) drugs are the most destructive force in students' lives; and (7) conflicts in the meaning of school as between teachers and students must be overcome in formulating solutions to the dropout problem. A vocational education program could provide the environment that at-risk students need to focus and integrate their conflicting selves. A list of 43 references is appended. (FMW)

Wheeler, Alan H.
Internationalizing the Curriculum through Cooperation, Collaboration, and Commitment.
PUB DATE- Nov 90
NOTE- 16p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; Faculty Development; *Global Approach; Higher Education; International Education; Multicultural Education; *Study Abroad; Teacher Attitudes; *Teacher Education Curriculum

This paper discusses a 3-year project to promote an international perspective within schools, colleges, and departments of education in the United States. Guidelines excerpted from this project's statement of purpose clarify the project's goals. These guidelines cover: (1) administrative leadership; (2) curriculum; (3) faculty development; (4) student awareness; (5) resources; (6) service to local school districts, community agencies, and businesses; and (7) research. The paper discusses basic expectations for educators and professors who are involved in international education programs and plan to apply in their classrooms, schools, and programs those principles which affirm racial and cultural diversity. These principles include: self-understanding; understanding and acceptance of pluralism; and an affirmative approach to implementing international/multicultural education in the total school environment. The working goals for any effective foreign student program are listed, and the benefits of the global perspective to colleges and universities are described. (JD)

ED 327 505   SP 032 814

Cassell, Jeanne; Blake, Frances E.
Micro-Teaching with a Multicultural Focus.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); *Foreign Students; Higher Education; Microteaching; *Peer Teaching; Preservice Teacher Education; Secondary Education; Teaching Experience; *Teaching Methods

This paper presents an innovative approach to finding an appropriate setting for preservice teachers to practice teaching methods and skills. Microteaching to peers is most common in teacher preparation, but it has obvious flaws in gaining realistic responses to questions and genuine discussion of topics presented. Teaching to actual students is preferred but it needs to be in a situation that is free of discipline problems to provide freedom for experimentation and practice. In the program described, secondary preservice teachers prepare short lessons and teach them to small classes of international students who are studying English as a Second Language at the English Language Institute. These international students practice listening and note-taking skills, ask questions, and engage in discussion about the material presented. Thus, the future teachers have a real class for practice in which they can safely try out various teaching strategies without fear of discipline problems. Also, interesting benefits result from the cross-cultural nature of the exchange. (Author/JD)

ED 327 521 SP 032 852

Our Children, Our Health, Our Future. Analysis and Recommendations for Health Education in Missouri.

Missouri State Dept. of Health, Jefferson City.

PUB DATE- Jan 90

NOTE- 40p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Agency Cooperation; *Community Health Services; Elementary Secondary Education; *Health Education; *Health Promotion; *Program Development; *School Health Services

This document reports findings on the current state of the health of young people in Missouri as documented in a study of school health. A strong recommendation is made for comprehensive school health instruction to help students learn life skills which entail self-esteem, effective communication, peer refusal techniques, decision making, and problem solving. Recommendations are made for four priority areas of action: (1) comprehensive school health instruction; (2) comprehensive school health services; (3) state agency/local coordination; and (4) family and community involvement. Model programs in each of these areas are briefly described. (JD)

ED 327 538 SP 032 873

West, B. Bradley, Ed.; Gress, James R., Ed.
Development of the Teaching Profession.
PUB DATE- 90
NOTE- 64p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) a
DESCRIPTORS- Brain Hemisphere Functions; Elementary Secondary Education; Governance; Higher Education; Minimum Competencies; Models; Multiple Employment; *Preservice Teacher Education; Professional Development; Research Reports; State Legislation; *Teacher Certification; *Teacher Education Programs; *Teaching (Occupation); Teaching Methods
IDENTIFIERS- Knowledge Base for Teaching

The articles in this journal address aspects of the general theme, "Development of the Teaching Profession," and report on research in brain dominance and certification practices. The following articles are in the theme features section: (1) "Collecting Garbage, Driving Trucks, and Waiting Tables: The Economic Reality of Teaching" (David Bell and Patricia B. Roach); (2) "The Texas Experiment" (Stephen E. Daniels and Larry L. Kraus); (3) "Methods and Models of Professional Knowledge" (Jerry A. Ligon); (4) "Can Professionalism Be Taught?" (Nancy Lee Cecil and Kay Moore; (5) "Minimum Competency Standards in Teacher Education: Should There Be Exceptions?" (Virginia L. Pearson); (6) "Teaching as a Researching Profession" (Violet Auselmini Allain); and (7) "A Model for the Governance of University-Wide Teacher Education" (Richard E. Ishler, Sandra Longfellow-Robinson, and Peter J. Larson). The two research reports are: "The Relationship between Measures of Brain Dominance and Perceived Communication Variables among Student Teachers and Their Cooperating Teachers" (Nancy Pietraszkiewicz); and "Certification Practices in the U.S.: A Status Report" (Donald W. Jones). The journal also contains a book review, messages from the presidents of the organizations, and editors' pages. (JD)

ED 327 553 TM 015 896

Walton, Craig
Critical Thinking and "The Nation's Report Card": 1990 Reflections.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Critical Thinking; *Educational Assessment; Elementary Secondary Education; Minority Groups; National Surveys; Outcomes of Education; *Reading Achievement; *Writing Achievement
IDENTIFIERS- National Assessment of Educational Progress; *Reading Report Card 1971 to 1988 (NAEP); *Writing Report Card 1984 to 1988 (NAEP)

The National Assessment of Educational Progress (NAEP) issued two reports in 1990 assessing the nation's current educational abilities in reading and writing. The "Reading Report Card, 1971-88" presented and analyzed results over an 18-year period for ages 9, 13, and 17 years (grades 4, 8, and 11, respectively). The 9-year-olds and 13-year-olds were significantly more likely to reach the basic difficulty level than were their 1971 predecessors. However, the report contained frightening information about the nation's students' chances of functioning competently in today's complex society. The writing report, "The Writing Report Card, 1984-88," which in fact ranges across testing from 1974 to 1988, enabled the NAEP to conclude that there has been no change in writing performance over the 14-year period. Relatively more positive than the reading report, the writing report still raised questions about the recent emphasis on the writing process and how reading and writing reports may be related. Among the positive findings of both reports were gains for Blacks and Hispanics in some reading areas and relative improvement for some minority groups in writing. Overall, however, the reports do not provide an encouraging picture of the reading and writing competence of the nation's youth. (SLD)

ED 327 568 TM 016 000

Ellickson, Phyllis L.
Limiting Nonresponse in Longitudinal Research: Three Strategies for School-Based Studies. A RAND Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Conrad N. Hilton Foundation, Los Angeles, CA.
PUB DATE- Mar 89
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; *Attrition (Research Studies); Curriculum Evaluation; Data Collection; Drug Education; Health Education; High Risk Students; Junior High Schools; *Junior High School Students; *Longitudinal Studies; *Research Methodology; Research Problems; *Response Rates (Questionnaires); Sampling; Smoking; Statistical Bias
IDENTIFIERS- *Nonresponders; Project ALERT; *Student Surveys

Longitudinal studies conducted with children typically experience non-response problems that can make substantial inroads on sample size and introduce bias into the analysis. Three methods for limiting non-response in school-based research programs were assessed: (1) asking parents to return consent forms only if they do not want their children to participate in the research; (2) conducting make-up sessions for students who are absent during the scheduled data collection day; and (3) tracking students who transfer out of the participating schools. These methods were used in a large-scale intervention study, involving nearly 10,000 junior high school students, designed to assess the effects of a smoking and drug use prevention curriculum for adolescents (Project ALERT) across 30 schools in 8 school districts in California and Oregon. The evaluation data, which consist of surveys and saliva samples, were collected in the classrooms before the 7th grade curriculum was delivered and 3, 12, 24, and 36 months after it was delivered. Each method substantially reduced the anticipated loss of participating students over a 2-year period; each method also reduced attrition bias attributable to the loss of at-risk students (those with characteristics such as poor grades, prior deviance, and past drug experience that made them likely candidates for using drugs in the future). By using a multistage parent consent process that included multiple communication channels, the risk of mistakenly treating non-response as consent was minimized, and the loss of between 40% and 50% of the targeted population at the onset was avoided. Over several waves of data collection, make-up sessions reduced the losses attributable to absenteeism by an average of about 60%, recapturing close to 6% of the baseline sample each year. The tracking process retrieved surveys from two-thirds of the transferees, and cut the overall attrition rate in half. Two tables and one figure illustrate the study. (SLD)

ED 327 582 TM 016 035

Chrzan, Keith
A Survey Version of Full-Profile Conjoint Analysis.
PUB DATE- Aug 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Analysis of Variance; *Data Collection; Estimation (Mathematics); Likert Scales; *Physicians; *Research Methodology; *Surveys
IDENTIFIERS- Buyers; *Card Sort; *Conjoint Analysis; Rater Reliability

Two studies were conducted to test the viability of a survey version of full-profile conjoint analysis. Conjoint analysis describes a variety of analytic techniques for measuring subjects' "utilities," or preferences for the individual attributes or levels of attributes that constitute objects under study. The first study compared the developed survey to a card-sort approach for a large (27 profile) conjoint for which both ordinal and interval measures of the dependent variable were obtained. Subjects were 350 prospective buyers of a home medical instrument: 122 subjects received cards to sort and ranked the attributes, and 110 received the survey instrument and rated the profiles, first on a 5-point Likert scale and next on a 1-27 ordinal scale. (Return rates for these two groups were 61.5% and 73.3% respectively). Subjects in the second study were physicians attending a conference: 74 subjects completed a survey for 18 profiles, and 65 subjects completed a card sort to generate utility estimates. The method of data collection did not affect the conjoint utility estimates enough to alter the conclusions of these studies. Subjects' reliability affected utility estimates much more often than did the method of data collection. In both studies, the ordinal card sort procedure generated a greater proportion of reliable subjects than the survey method. In most circumstances, the card sort method seemed preferable. Four tables present the analysis of variance results. (SLD)

ED 327 597 UD 027 800

Hill, Paul T.; And Others
High Schools with Character.
SPONS. AGENCY- Rand Corp., Santa Monica, Calif.
PUB DATE- Aug 90
NOTE- 114p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Catholic Schools; *High Risk Students; *High Schools; *Institutional Characteristics; Low Income Groups; *Magnet Schools; School Organization; Secondary Education; Urban Schools
IDENTIFIERS- *New York (New York)

This study compares zoned high schools, special public magnet schools, and Catholic high schools to identify features that motivate low-income students. Ten days of observations, interviews, and reviews of student records were conducted at eight New York City schools. Of the eight, three were Catholic high schools, two were zoned high schools, and three were special public magnet schools. Less intensive observations were conducted at three schools in Washington (District of Columbia) and two additional schools in New York City. Important similarities were found between the Catholic schools and the special-purpose magnet schools. These schools are referred to as "focus" schools. Focus schools have higher graduation rates than zoned schools, and disadvantaged graduates of focus schools perform better on the Scholastic Aptitude Test (SAT) than disadvantaged graduates of zoned schools. The following key features of focus schools could be reproduced in public schools to the benefit of low-income students: (1) concentration on student outcomes before all other matters; (2) strong social contracts that communicate the responsibilities of administration, students, and teachers and establish the benefits that each group receives; (3) strong commitment to parenting and molding student attitudes and values; (4) centripetal curricula that draw all students, regardless of ability and preference, toward learning core skills and perspectives; (5) flexibility to change programs to meet emerging needs; (6) staff recruitment and orientation that protect and sustain staff's distinctive character; and (7) accountability to parents, students, neighborhood and parish groups, and financial supporters. Statistical data are presented in seven tables. A 66-item bibliography is appended. (FMW)

ED 327 611 UD 027 836

A Handbook for Immigrant Parents: Protect the Educational Rights of Your Children.
Multicultural Education, Training and Advocacy (META), Inc., San Francisco, CA.
PUB DATE- 90
NOTE- 21p.; For a Spanish version, see UD 027 908.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Bilingual Education Programs; *Educational Legislation; Elementary Secondary Education; *Immigrants; Parent Materials; *Parent Rights; School Registration; Special Programs; Student Placement; *Student Rights

This handbook for immigrant parents outlines the legal rights of immigrant children to educational services. All children in the United States have a right to attend school. Schools may require proof of residency and vaccination before enrollment, but a signed sworn statement attesting to the child's age may be substituted for a birth certificate. Some schools require immigrant children to be reviewed by an intake center before admission, but it is illegal for the information to be passed on to the Immigration and Naturalization Service (INS). No high school student should be automatically placed in a freshman class without assessment of his educational background; misplacement of a limited-English-speaking student in a class for the mentally and physically disabled is a very serious problem. Children may be entitled to the following special services: (1) special education programs; (2) gifted and talented programs; (3) migrant education programs; and (4) compensatory education programs. A school district must meet special language needs. Bilingual education programs are special programs to develop English language skills and include instruction in the student's native language. These programs usually afford the best opportunity to learn English. Schools also have an obligation to provide parents with information in a language they can understand. Parents have a right to a formal hearing with a lawyer if their child is suspended or expelled. Parents also have a right to inspect and review their child's education records. A list of legislation guaranteeing immigrant childrens' rights is appended. (FMW)

ED 327 625 UD 027 889

Jackson, Shirley A.

Accelerating Academic Achievement for Poor Black Students: Transforming the Teaching-Learning Environment and Behaviors to Accommodate the Preferred Learning Styles of African American Children.

PUB DATE- 90
NOTE- 24p.; Paper presented at the Conference of the National Alliance of Black School Educators (Dallas, TX, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Black Achievement; *Black Education; Black Students; *Classroom Techniques; *Cognitive Style; *Comprehensive Programs; Dropout Rate; Elementary Secondary Education; *Learning Modalities; Low Income Groups; Program Descriptions; *School Restructuring; Student Improvement
IDENTIFIERS- *African Americans

The Comprehensive Approach to Restructuring a School was designed as a framework for improving the academic achievement and reducing the dropout rate of poor African American students. The major elements of the Comprehensive Approach are as follows: (1) leadership must have vision and commitment; (2) communication processes, developed by a school-based restructuring team, are essential for success; (3) the planning phase must develop goals, expected outcomes, and priorities based on a needs assessment, must codify these into a program design, and must then identify and allocate resources; (4) the restructuring team must closely monitor the implementation of the program design; (5) the monitoring, assessment, and accountability aspects of the program design must go on continuously, based on a planned program of statistical data and information gathering; and (6) teaching must be based on the preferred learning styles of African American children. The following implications for classroom teaching are outlined: (1) the curriculum must be activity-based; (2) the creative arts are prime activities for developing concepts and skills; (3) one-to-one tutoring, small groups, peer tutoring, and cooperative learning are very successful; (4) personal contact with the teacher and the subject is important; (5) teaching must take into account that African American perceptual modalities tend to be developmentally multisensory; and (6) student confidence must be encouraged with explanations, demonstrations, assistance, and assurances. A point-by-point comparison between the preferred learning styles of the Comprehensive Approach and "low-yield" teaching styles are included. Six transparency charts of statistical data and a list of 35 references are appended. (FMW)

Farber, Kathleen S.
The Use of Psychological Foundations To Inform Teaching for Critical Reflectivity.
PUB DATE- 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; *Behaviorism; *Critical Thinking; Educational History; *Educational Psychology; Higher Education; Models; Preservice Teacher Education; *Social Change; Socialization; Teacher Student Relationship
IDENTIFIERS- Dewey (John); Freire (Paulo); *Reflective Teaching

This paper considers the theoretical positions that ground teacher education programs and asks whether these theories reflect the experiences and voices of all society or merely those of the dominant culture. The paper proposes the incorporation of elements of critical pedagogy as taught by Paulo Freire and reflective thinking according to John Dewey's philosophy as bases for a teacher education program that would engender critical reflectivity. The emerging conception of critical educational psychology presented in the paper embodies the notion that current use of traditional psychological theories in the classroom perpetuates the ideologies of the dominant social order. Also, the prevalent information-processing model of learning engenders a technocratic approach to teaching and teacher preparation. Through the process of critical reflectivity, preservice teachers are encouraged to examine and expose the culturally reproductive aspects of the current use of the traditional psychological theories, seeing them in part as institutional supports for the dominant social order. A preservice teacher in a critical educational psychology course is seen not merely as a technician who reproduces the culture as it stands but rather as an intellectual capable of transforming self and society through the act of teaching. (JD)

ED 327 506   SP 032 815

Richardson, Gloria; Benton, Gary J.
A Survey of Attitudes toward Staff Development.
PUB DATE- Nov 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Elementary School Teachers; Elementary Secondary Education; Likert Scales; Measurement Techniques; *Questionnaires; *Research Methodology; *Staff Development; *Teacher Attitudes

Staff development is a widely practiced effort to ensure quality education for students; however, at present, no validated instrument exists for the purpose of measuring attitudes toward staff development. In an attempt to construct an instrument for measuring the attitudes of faculty, administrators, and staff members toward their staff development programs, a 44-item survey was administered to 64 respondents during May 1990. The sample was drawn from the school districts participating in the East Mississippi Center for Educational Development, a 21-district effort to meet educational reform requirements and improve teaching. The Cronbach alpha coefficient was .6954. The standardized-item alpha was .7367. As a result of this analysis, it was determined that the instrument was a reliable measure of staff development attitudes. Analysis of variance completed the comparisons for demographics: age, gender, level, experience, and position. Further research utilizing this instrument is presently underway. (Author/JD)

Steroids. A Resource Guide.
New York State Education Dept., Albany. Bureau of School Health Education and Services.
PUB DATE- Oct 90
NOTE- 41p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Athletes; Athletic Coaches; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Health Promotion; Parent Role; Peer Influence; Prevention; *School Role
IDENTIFIERS- *Anabolic Steroids

This guide provides information on steroid use as well as prevention and intervention strategies. It is intended to serve as a supplement to drug abuse education and prevention programs in elementary and secondary schools and as the basis for local curriculum development and instructional activities. The following topics are covered: (1) history of steroid use; (2) reasons for use; (3) social influences which encourage steroid use; (4) how steroids are used; (5) risks and side effects; (6) signs and symptoms of steroid use; (7) sources of steroids; (8) legal and ethical issues; (9) testing; (10) the role of schools in addressing steroid use; and (11) the role of parents in the prevention of steroid use. Twenty-two references, suggested readings, and resource information, are listed. (JD)

Teacher Education in Colorado. 1989-1990. A Report. No. 18.
Colorado State Dept. of Education, Denver.
PUB DATE- Nov 90
NOTE- 26p.; This document is a summary of Annual Reports submitted by Colorado Teacher Education Institutions for the period September 1, 1989 through August 31, 1990.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Education Majors; Elementary Secondary Education; Higher Education; *Program Development; *Program Improvement; *Schools of Education; *Teacher Certification
IDENTIFIERS- *Colorado

Statistical tables in this summary report provide information on the following: (1) identification of numbers of students completing teacher education programs within the period September 1, 1989 through August 31, 1990; (2) new programs for the preparation of teachers initiated within the year, major revisions made to existing programs, and programs discontinued; (3) administrative or instructional staff changes; (4) campus developments which affected teacher education programs; (5) actions to correct deficiencies or improve conditions; (6) additional comments or suggestions to be noted by the State Board of Education or the Commission on Teacher Education and Certification; and (7) program modifications made as a result of information provided by the first- and third-year teacher study. (JD)

ED 327 554 TM 015 950

Taylor, Vivian; And Others

A Comparison of Perceptions of the Importance of MTAI Competencies between In-Service and Pre-Service Teachers.

PUB DATE- Nov 90

NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; *Classroom Techniques; Comparative Analysis; *Education Majors; *Elementary School Teachers; Elementary Secondary Education; Higher Education; Questionnaires; *Secondary School Teachers; *Teacher Attitudes; Teacher Education; Teaching Skills

IDENTIFIERS- *Mississippi Teacher Assessment Instruments; *Teacher Competencies

To compare perceptions of inservice and preservice teachers toward the relative importance of competencies identified on the Mississippi Teacher Assessment Instrument (MTAI), a questionnaire listing the 14 generic competencies in the MTAI was distributed to 300 preservice and inservice teachers who were instructed to rank order the competencies based on the level of importance for classroom practice. Preservice teachers were junior and senior education majors from college teacher education programs. Inservice teachers were experienced teachers from three school districts. In all, 257 questionnaires were returned from 98 preservice and 159 inservice teachers. Both groups ranked the following five competencies as most important: (1) plans instruction to achieve selected objectives; (2) organizes instruction to take into account individual differences among learners; (3) communicates with learners; (4) demonstrates enthusiasm for teaching, learning and the subject being taught; and (5) helps learners develop positive self-concepts. Table 1 provides data on the demographic composition of the samples. Tables 2 through 12 show the mean rank and rank order of importance of the competencies for inservice and preservice teachers by sex, race, age, certification level, and type of degree. (SLD)

ED 327 583 TM 016 037

Johnson, Jeffrey G.; Bornstein, Robert F.

Psychometric Properties of the Personality Diagnostic Questionnaire-Revised.

PUB DATE- 89

NOTE- 11p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Comparative Testing; Correlation; *Diagnostic Tests; Higher Education; *Personality Measures; *Predictive Measurement; Psychological Testing; *Psychometrics; Psychopathology; Questionnaires; *Test Validity; *Undergraduate Students

IDENTIFIERS- Hopkins Symptom Check List; Marlowe Crowne Social Desirability Scale; *Personality Diagnostic Questionnaire (Revised)

The validity of the Personality Diagnostic Questionnaire-Revised (PDQ-R) was examined. The PDQ-R and the Crowne-Marlowe Social Desirability Scale (SD) were administered in the spring of 1989 to 45 undergraduates (26 females and 19 males) at Gettysburg College in Pennsylvania. One month later, the Hopkins Symptom Check List (SCL-90) was administered. Results support the validity of the PDQ-R in that 11 PDQ-R scales predicted subsequent SCL-90 scores. Results also indicate that PDQ-R validity may be problematic: four PDQ-R scales failed to predict subsequent psychopathology scores consistently, and several PDQ-R scales were correlated with either the SD or PDQ-R validity scales. One table displays correlations between the PDQ-R and the SCL-90. (Author/SLD)

ED 327 598 UD 027 801

Adams, Myrna C., Ed.; Wadsworth, Elizabeth, Ed.

The Role of the Faculty in Meeting the National Need for African American, American Indian and Latino Scholars. Report of the Stony Brook Conference I (Glencove, New York, November 20-23, 1987 and July 15-17, 1988).

State Univ. of New York, Stony Brook.

SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.; Carnegie Corp. of New York, N.Y.; National Science Foundation, Washington, D.C.; Rockefeller Foundation, New York, N.Y.

PUB DATE- 89

NOTE- 154p.; Also sponsored by a grant from APOCA Industries.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *American Indians; Black Students; *Doctoral Programs; Educational Opportunities; *Graduate School Faculty; *Graduate Study; Higher Education; Hispanic Americans; Incentives; Mentors; Minority Groups; Scholarship; *Teacher Role

IDENTIFIERS- *African Americans; *Latinos

This publication reports on a conference convened in November 1987 (with a follow-up for unfinished business in July, 1988) to analyze and propose solutions to the problem of ethnic minority underrepresentation in doctoral programs, with specific emphasis on the role of faculty in reversing this trend. Prefatory material includes a conference summary, synopses of papers, and an overview of the agenda. The text of the keynote address by Arturo Madrid is presented. The main body of the report is divided into four sections corresponding to key issues related to the faculty role in minority graduate scholarship. Each section includes a topic introduction, a commissioned paper or papers, responses, and work group reports. The paper for Issue I, "Access and Outreach," is "The Role of Graduate Faculty in Bringing Democracy to Graduate Education" (Leonard A. Valderde). The paper for Issue II, "Mentoring," is "Faculty Roles in Mentoring Minority Students" (James E. Blackwell). Papers for Issue III, "Canons and Boundaries of Scholarship," are "Communicentric Frames of Reference in the Pursuit of Scholarship: Implications for the Production of Knowledge and the Development of Minority Scholars" (Edmund W. Gordon and David Rollock) and "Integration or Transformation: Minority Scholarship in the Humanities and Arts" (Margaret B. Wilkerson). The paper for Issue IV, "Incentives and Rewards," is "The Role of Faculty in Developing Minority Scholars: Incentives and Rewards" (J. Herman Blake). Addenda include a participant's observations, highlights from the plenaries, recommended policies and actions, and a reaction form. (AF)

Ascher, Carol

Can Performance-Based Assessments Improve Urban Schooling? ERIC Digest Number 56.

ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 90

NOTE- 3p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Disadvantaged Youth; Educational Innovation; *Educational Testing; Elementary Secondary Education; Evaluation Methods; Evaluation Problems; Literature Reviews; *Standardized Tests; *Student Evaluation; Test Bias; Testing; *Testing Problems; *Urban Education

IDENTIFIERS- ERIC Digests; *Performance Based Evaluation

Performance-based assessment has the potential to support a richer curriculum and more accurately assess the skills of low-income minority students than standardized tests. Performance-based assessment has the following advantages: (1) it allows a wide range of expression; (2) it permits assessment of learning in a natural context while students make active use of a skill; (3) it assesses a wide range of competencies; (4) it requires students to demonstrate mastery in a personal and integrated way; and (5) it has "ecological validity," because students perform as they will have to in life. The following types of performance-based assessments are described: (1) station activities, which require students to proceed through a series of discrete tasks, either individually or in teams, in a given amount of time; (2) domain projects, which require students to complete a set of exercises designed to explore an idea, concept, or practice central to a particular academic or artistic domain; (3) portfolios, which consist of several projects completed in a sequence to show progress with a subject; and (4) videotapes, which can show students performing or being interviewed. While performance-based assessment methods appear to be reliable, such assessments are expensive to score when compared to mechanically scored standardized tests. Moreover, there are indications that performance-based tests might result in lower scores for low-income and minority students unless there were accompanying changes in teaching methods. Finally, the pressure for mandated performance-based testing could still result in narrowly focused teaching geared to the new assessment methods. A list of 13 references is appended. (FMW)

ED 327 523 SP 032 855

Schnieder, Ann M.

Understanding Context: A Key to the Design of Formalized Mentor Programs To Induct Beginning Teachers.

PUB DATE- Nov 90

NOTE- 13p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teacher Induction; Compensation (Remuneration); *Cultural Context; Elementary Secondary Education; *Mentors; *Negative Attitudes; Program Evaluation; *State Programs; *Teacher Interns; Teacher Selection; Time Management; Training Methods

IDENTIFIERS- *Mentor Teacher Internship Project NY

This paper describes an ethnographic study of four intern pairs in a specific local setting to explore the effects of specific mandates of the New York State Mentor Teacher Internship Project (MTIP). Guidelines and regulations designed to be supportive of both mentors and beginning teachers were in conflict with local cultural norms and resources. As a result, program structures became an impediment to achieving basic program goals. Key characteristics of the state-funded MTIP program stood in contrast to a locally developed and funded predecessor. Problem areas were mentor selection and training, released time for mentors and interns, use of replacement teachers, and compensation for mentor duties. Mentors were reluctant to be part of a program that supplanted the local model. No financial incentives were awarded to mentors--a critical violation of the local cultural norm. Interns received negative faculty reaction to their reduced teaching load and, by deferring to other faculty as role models, occasionally experienced strained relations with their mentors. The use of replacement teachers to insure released time for the pairs was problematic since few substitute teachers were available. An analysis of these and other problems in the program offers the basis for suggested reforms. (JD)

ED 327 540 SP 032 878

Hughes, Phillip

Future Directions for Teacher Education. Trends, Needs and Alternatives Relating to Inclusion of New Content Areas in Teacher Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Higher Education and Training of Educational Personnel.

PUB DATE- 88
NOTE- 69p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Interdisciplinary Approach; Preservice Teacher Education; *Program Development; *Social Change; *Sociocultural Patterns; Teacher Education Curriculum

This report offers a comprehensive global view of future directions for teacher education. The first section discusses factors indicating the need for change. Education is seen as an agent of social change with various national approaches having common concerns and facing similar key issues to be resolved. In the second section, changes and responses in teacher education to societal concerns are considered. Among the major issues for resolution are the need for new approaches to teacher training, the career development of teachers, and the need for support services. Recruitment and selection of teachers is critically important worldwide, and the initial preparation of teachers and their continuing professional development are seen as key factors in improving education at all levels. Section 3 deals with the means of response to the need for change. Pre- and inservice training are discussed with a focus on the importance of an interdisciplinary approach to teacher education. Incentives and barriers in inservice education are considered along with different modes of inservice education. The final section discusses the importance of evaluation for program improvement, accountability, and the selection and promotion of teachers. (JD)

ED 327 569 TM 016 001

Petry, John R., Ed.; Emanuel, Walter C., Jr., Ed.
Proceedings of the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, Arkansas, November 8-10, 1989).
Mid-South Educational Research Association, MS.
PUB DATE- Nov 89
NOTE- 137p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Abstracts; Early Childhood Education; *Educational Research; Elementary Secondary Education; Higher Education; Teacher Education
IDENTIFIERS- *Mid South Educational Research Association

The annual meeting of the Mid-South Educational Research Association (MSERA) in 1989 included over 300 research reports presented in various sessions. Abstracts of discussion sessions, display sessions, symposia, and training sessions are presented on the following topics: (1) home schooling; (2) school information profiles; (3) child involvement activities of parents; (4) laser videodisc approach to teaching clinical supervision; (5) personnel preparation programs; (6) early childhood education; (7) attitudes and attitude measures; (8) adult education; (9) a research-based curriculum model for the Mississippi band of Choctaw Indians; (10) gifted and talented students; (11) evaluation; (12) microcomputers; (13) educating at-risk students; (14) principals' supervisory behaviors; (15) mathematics; (16) teacher education; (17) child development; (18) handicapped students; (19) master teachers; (20) reading; (21) content validity of tests and test construction; (22) issues related to women and language; (23) teaching mathematics and science; (24) supply of and demand for minority teachers; (25) school administration; (26) transition studies of beginning teachers; (27) advanced measurement and analysis models; (28) student ability and achievement; (29) teacher employment and job satisfaction; (30) college personnel and the collaboration process; (31) child abuse and sexual assault and their educational and emotional impacts; (32) gender differences among students; (33) educational psychology; (34) an early childhood interagency transition model; (35) teacher evaluation; (36) research methodology; (37) curriculum; (38) ways of winning grants; (39) foreign language and art; (40) administration, public relations, and policy; (41) the Alabama drug prevalence survey; (42) educational improvement in the rural Mississippi Delta; (43) student employment; (44) curriculum and computers; (45) research utilization; (46) administration and discipline; (47) methods of surveying graduate student attitudes; (48) improving learning environments; (49) personality and cognition; (50) writing and publishing; (51) learning; (52) teacher socialization and teacher internships; (53) counseling; (54) inservice teacher education; (55) implementation of testing standards; and (56) health and attitudes. The constitution and bylaws of the MSERA are included. (SLD)

ED 327 626 UD 027 890

Pell, Elena; Ramirez, Elizabeth Weiser
Making the Most of Your Child's Education: More Topics for Parents. Prepared for the ASPIRA Hispanic Community Mobilization for Dropout Prevention Project.
ASPIRA Association, Inc., Washington, DC. National Office.
SPONS. AGENCY- Anheuser-Busch Companies, Inc., St. Louis, MO.; Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 44p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Educational Improvement; *Hispanic Americans; *Parent Associations; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship
IDENTIFIERS- *Latinos

This guide for Hispanic American parents offers practical advice on how to help their children succeed and how to improve their children's schools. Education is important because in today's service and technically oriented economy, education means the difference between a well-paying, stable job and a low-paying unstable job. In the next 10 years, Hispanic Americans will make up 15 percent of new job seekers and two-thirds of the new jobs will require a high school diploma while one-third of the new jobs will require a college degree. However, over one-third of Hispanic Americans drop out of high school and only about 12 percent earn a college degree. Even for those students who finish school, it is important to keep learning new skills because the world keeps changing. Labeling a child as "at risk" of dropping out on the basis of his home background results in blaming the victim and does nothing to help the child. Parents and schools can work together to improve the educational experiences of all students. The following steps to parent participation are outlined in the form of pointers addressed directly to parents: (1) attend to your child's basic health and nutritional needs and help with homework; (2) participate in school events and parent-teacher conferences; (3) volunteer to work in the school as a teacher's aide, a community liaison, or a planner of special events; and (4) become an advocate for school improvement by joining or starting a parent group. Many schools already have some type of parent committee operating. Sometimes, however, Latino parents may not feel comfortable in these groups or the group may meet at a time when it is impossible for them to attend. In that case, chances are good that other Latino parents feel the same way, and suggestions are offered for such parents to start a Latino subgroup or an entirely new group of Latino parents. A list of parent groups and lists of discussion questions are included. A list of 13 references and a brief description of ASPIRA are appended. (FMW)

ED 327 492 SP 032 795

Kirk, Pamela A. Catledge; O'Neal, E. C.
Comparison of Career Ladder/Preservice Teachers with Strong Interactive Qualities to Other Educators on the Affective Variables of the Canfield Learning Styles Inventory.
PUB DATE- 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Career Ladders; *Cognitive Style; *Cooperative Learning; Elementary Secondary Education; Higher Education; *Interaction; Interpersonal Competence; Preservice Teacher Education; *Teacher Characteristics; *Teacher Effectiveness; *Teaching Styles; Teamwork
IDENTIFIERS- *Canfield Learning Styles Inventory

Recognizing that the classroom of the 1990s will be more participatory and interactive, this study compared career ladder and preservice teachers who have stronger interactive qualities with other educators on 15 affective variables of the Canfield Learning Styles Inventory. The study sought to determine which affective variables differed significantly between the educators with stronger interactive qualities and educators with weaker interactive qualities, and which affective variables contributed significantly to the discriminant analysis. The sample was composed of 93 public school teachers and 71 teacher education students. Results of the study indicated relevant differences between career ladder/preservice teachers with interactive qualities and other educators. Interactive teachers were judged to have strong interactive qualities by their scores on peer conditions and people interest. It is suggested that when interactive teachers use cooperative instructional strategies they are fulfilling a personal need and reinforcing their intrinsic motivational core. Cooperative or collaborative learning techniques are a natural outgrowth for realizing their teaching potential. (JD)

ED 327 507 SP 032 816

Scheetz, L. Patrick; Carsley, Michael

Teacher Supply and Demand in Michigan and the United States--1990.

Michigan State Univ., East Lansing. Collegiate Employment Research Dept.

PUB DATE- *Jun 90*

NOTE- 13p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- *Other/Miscellaneous (Not Classifiable Elsewhere) (999)* Numerical/Quantitative Data (110)

DESCRIPTORS- *Beginning Teachers; Birth Rate; Elementary Secondary Education; *Employment Patterns; *Enrollment Trends; Minority Group Teachers; Public Schools; School Statistics; *Teacher Distribution; Teacher Retirement; Teacher Salaries; *Teacher Supply and Demand

IDENTIFIERS- *Michigan

The number of new teachers prepared each year since 1985-1986 has increased, but new teachers hired by Michigan public schools has decreased. This bulletin provides succinct information on teacher supply and demand in Michigan with comparative tables on data for the United States. Charts and graphs depict data on: (1) new teachers prepared and employed; (2) public school enrollment statistics; (3) projected demand for new teachers; (4) demographics--births and projected enrollments; (5) teacher retirements; (6) demand for academic majors, minority teachers, and master's degree candidates; (7) other factors influencing hiring, such as size of school district and geographical location; and (8) teacher salaries. Recommendations for new teachers include: broadening geographical considerations; developing additional endorsements on the teaching certificate; agreeing to supervise several extra-curricular activities; and extending coaching options. (JD)

ED 327 584 TM 016 039

Jibaja-Rusth, Maria; And Others

Measurement Characteristics of the Stages of Concerns Questionnaire (SoCQ) during Baseline Phases.

PUB DATE- 17 Jan 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Longitudinal Studies; Measurement; Models; Pilot Projects; *Pretests Posttests; Questionnaires; Science Education; *Science Teachers; Secondary Education; *Secondary School Teachers; *Test Reliability
IDENTIFIERS- Alpha Coefficient; *Internal Consistency; *Stages of Concern Questionnaire

The purpose of this study was to investigate the internal consistency reliability of the Stages of Concern Questionnaire (SoCQ) when the measure is administered to naive subjects as a pretest. The SoCQ was developed by G. E. Hall, A. A. George, and W. L. Rutherford (1979/1986). In the present study, the SoCQ was administered to secondary school science teachers participating in the pilot of a curriculum model that: (1) exposed students to more hours of science over a longer period of time; (2) immersed students in a program reinforcing the interrelatedness of science disciplines; and (3) built from a descriptive knowledge base toward abstract thought processes. Data are reported for the first three measurement points in the study: point-0 (pretest) data were collected from 22 teachers before the implementation of the revised curriculum; point-1 data were collected from 15 teachers after about 1 week; and point-2 data were collected from 25 teachers, including 12 members of the original cohort, at about 6 months into the implementation of the intervention. The alpha coefficients from the various points gave marginal results, and were particularly unfavorable for the awareness scale. Results neither confirm the plausibility of the concerns model nor indicate that the SoCQ yielded reliable scores for all the model's constructs. A 21-item list of references and 1 table, which summarizes the alpha coefficients, are included. (SLD)

ED 327 555 TM 015 956

Datta, Lois-ellin

Education Information: Production and Quality Deserve Increased Attention. Statement before the Subcommittee on Government Information and Regulation, Committee on Government Affairs, U.S. Senate.

General Accounting Office, Washington, DC. Program Evaluation and Methodology Div.

PUB DATE- 1 Nov 89

NOTE- 28p.; Tables contain small print.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Agency Role; *Data Collection; Educational Finance; *Educational Quality; Elementary Secondary Education; Excellence in Education; *Federal Programs; *Government Role; *Information Needs; Information Utilization; National Surveys; Outcomes of Education; Statistical Analysis; Trend Analysis

IDENTIFIERS- *Educational Information

This report concerning information on education in the United States addresses three questions: (1) what has happened over the past 15 years? (2) what are some reasons for the decline that has taken place in information gathering activity? and (3) how far does the problem in information gathering extend? Federally sponsored research and information gathering in the area of education has decreased dramatically, with a shift from data production toward dissemination and the investigation of fewer educational areas. A review conducted in 1987 established that the lack of economic resources was the major factor, in conjunction with the changes in congressional mandates, leadership, and educational priorities. Since that review, further declines have been noted. The review processes of the Office of Management and Budget also influence education information, narrowing the types of data collection approved. The use of local data requires major organizational efforts, and still bears many limitations. Recent developments suggest that the search for quality educational information is improving, but sizable efforts are required to properly assess the seemingly accessible world of schools, teachers, and students. An appendix contains five tables of fiscal data. (SLD)

ED 327 599 UD 027 816

Pires, Laura J.

New York State Community School Pilot Project Spring Retreat Report (Rensselearville, New York, May 16-17, 1988).

Edwin Gould Outdoor Education Centers, Brewster, N.Y.

PUB DATE- 26 May 88

NOTE- 58p.; For a related document, see UD 027 817.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; *Community Schools; Cooperative Programs; Elementary Secondary Education; *Parent Participation; Preschool Education; Program Descriptions; Program Evaluation; *School Community Relationship; *Social Services; State Programs

IDENTIFIERS- *Collaboratives; *New York

This report on a spring retreat for participants in the New York State Community School Pilot Project emphasizes the need to develop and strengthen collaboration between schools and other organizations and individuals with widely diverse interests. Ninety-seven people attended, including representatives from each of the 14 school districts participating in the pilot project. The organizing theme of the retreat was "Forging Our Newtork for Change--Collaboration is the Key," and following accomplishments are reported: (1) clarification of the project's mission by advisory committee members, coordinators, principals, and superintendents; (2) sharing of experiences and plans, including an examination of programs in Syracuse, New York City, and Binghamton; (3) expansion of collaborative possibilities and resources; (4) preliminary identification of evaluation criteria and methods; and (5) evaluation of the conference. The following materials are appended: (1) the retreat program; (2) a list of eight features of community schools; (3) a report on the instructional model used in Syracuse; (4) a report on parental involvement programs in New York; (5) a report on early interventions and community linkages in Binghamton; (6) a copy of the retreat's evaluation questionnaire; and (7) an inventory of 1988/89 Social Services Request For Proposal Programs that support additional social services in community schools; and (8) a list of local school district contact persons for community schools initiatives. (FMW)

ED 327 613 UD 027 839

Webb, Michael

Multicultural Education in Elementary and Secondary Schools. ERIC Digest Number 67.

ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- *Office of Educational Research and Improvement (ED), Washington, DC.*

PUB DATE- Jul 90

NOTE- 3p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the Art Materials - ERIC Information Analysis Products (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Cross Cultural Training; *Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; *Ethnic Groups; *Interdisciplinary Approach; Literature Reviews; *Multicultural Education; Program Descriptions

IDENTIFIERS- ERIC Digests; Project Reach

Schools have introduced numerous programs and activities, intended to recognize the achievements of ethnic groups, in the belief that a multicultural education prepares students for life in an ethnically diverse society and also results in cognitive and affective benefits. Multicultural activities have the following goals: (1) to remedy ethnocentrism in the traditional curriculum; (2) to build understanding among racial and ethnic groups, and appreciation of different cultures; (3) to defuse interracial tensions and conflicts; and (4) to make the curriculum relevant to the experiences, cultural traditions, and historical contributions of minority groups. Studies also indicate links between multicultural education and improved academic achievement for African American and Hispanic American students. Most multicultural learning activities consist of discrete lessons organized around particular events. These activities may be confined to a particular classroom or can involve the entire school. Project Respecting Ethnic and Cultural Heritage (REACH) is a comprehensive, discipline-based multicultural program that infuses information on the history and culture of various groups into the middle school curriculum. Portland (Oregon) and Albuquerque (New Mexico) have also developed programs that integrate multicultural activities throughout the curriculum. The following considerations in developing interdisciplinary programs are outlined: (1) needs assessment; (2) goals; (3) curriculum development; and (4) staff development. A list of nine references and a list of four resources are appended. (FMW)

ED 327 508   SP 032 819

Thomson, James R., Jr.; Handley, Herbert M.
Relationship between Teacher Self-Concept and Teacher Efficacy.
PUB DATE- Nov 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 13-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Locus of Control; Preservice Teacher Education; *Self Concept; *Self Efficacy; Student Teachers; Teacher Attitudes; *Teacher Effectiveness; *Teacher Motivation

According to the literature, high professional self-esteem among teachers is associated with efficacy. The first in a projected series of longitudinal studies was undertaken to investigate the relationship between preservice teachers' self-concept and their sense of efficacy. The subjects of the study were 220 elementary and secondary preservice teachers. At the end of their 12-week student teaching experience, 2 instruments were administered: the "Myself as a Teacher Scale" and the "Teacher Locus of Control Scale." Data from the stepwise multiple regression analysis showed a low positive relationship between the internal locus responses of the subjects and their concepts of self as a teacher. The internal positive scale was the best predictor of self-concept; i.e., the teachers' successful efforts were more related to their self-concept. The negative internal scale, however, was also associated with positive self-concept. These data show a positive relationship between teacher efficacy and self-concept, but no causal relationship is inferred. It appears that variables other than self-concept are involved in teacher efficacy. (JD)

ED 327 524 SP 032 857

Barkatoolah, Amina B. S.

Learning from Experience: A New Approach for Teacher Upgrading = Apprendre par l'experience: Une nouvelle approche en matiere de formation et de perfectionnement des enseignants. Notes, Comments...No. 190.

United Nations Children's Fund, New York, N.Y.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE- May 90

NOTE- 38p.; Bilingual version. One of the programs mentioned in the French-language document, "l'alphabetisation," is mistranslated on page 1 of the English version as "The Eradication of Literacy"; the correct translation is "Literacy Education."

LANGUAGE- English; French

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; *Developing Nations; *Experiential Learning; Foreign Countries; Inservice Teacher Education; *Literacy Education; Student Centered Curriculum; Student Motivation; Teacher Effectiveness; *Teacher Qualifications; *Teaching Methods

Two of Unesco's major education programs, the universalizaation of basic education and literacy education, have emphasized the need for teachers trained in their particular disciplines and pedagogical techniques. Developing countries, faced with a shortage of qualified teachers, have realized that they cannot rely solely on the formal education system to achieve universal education. The needs of the developing countries call for a re-examination of the training and upgrading of teachers to keep them in step with advances being made in adult training in general. Adult programs that employ experiential learning have been successful because they are relevant and adapted to the needs of the individual. Learning through experience, or experiential learning, involves a range of principles, strategies, and pedagogical methods that place the individual at the center of the learning process. Basic notions about experiential learning are described as well as a number of methods and techniques that can be employed to encourage the trainee's personal development. The key to success in this method is involvement in practical activities and systematization of experience. (JD)

ED 327 541 SP 032 886

Gomez, Mary Louise; Comeaux, Michelle A.

Start with the Stone, Not with the Hole: Matching Novices' Needs with Appropriate Programs of Induction.

National Center for Research on Teacher Education, East Lansing, MI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Sep 90

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teacher Induction; *Classroom Techniques; Curriculum Development; Elementary Secondary Education; English Teacher Education; *Student Needs; *Student Teachers; *Teaching Experience; Writing Teachers

Much of the literature concerning the challenges facing beginning teachers treats their problems as generic in nature. While researchers acknowledge the different problems encountered by beginning teachers, they often fail to take into account the varied knowledge, skills, beliefs, and dispositions which prospective teachers bring to their first years from their preservice teacher education programs. Further, many studies of beginning teachers are initiated in the fall of their first year of teaching; hence, they do not track the student teaching experience and novices' newly developed strengths and unresolved problems. This paper draws on data collected from eight student teachers who had completed programs of secondary English teacher education (four at a small midwestern liberal arts college and four at a large southeastern university). The discussion: (1) focuses on the student teachers' knowledge, skills, beliefs, and dispositions as they begin their first year of teaching; (2) speculates about the sorts of induction programs that would most benefit these teachers; and (3) poses questions, for those developing induction programs, that will move these programs to more constructivist positions. (Author/JD)

ED 327 627 UD 027 892

Bigotry and Violence on American College Campuses.
Commission on Civil Rights, Washington, D.C.
PUB DATE- Oct 90
NOTE- 87p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *College Students; Hearings; *Higher Education; Homosexuality; *Intergroup Relations; *Minority Groups; Racial Discrimination; *Social Discrimination; *Violence

This document contains testimony presented at a briefing on bigotry and violence on college campuses in the United States. Eight witnesses, including college educators and students, presented information about the extent and causes of, and possible solutions to, the apparent increase in the number of incidents. Panelists varied slightly in their perception of which group or groups are the primary victims of campus bigotry, but all agreed that a serious problem existed. They differed in their interpretation of how bigotry is expressed, varying from open harassment of minority group members to insensitivity resulting in strained racial relations. Although the number of incidents and "alerts" (i.e., formal notifications of tensions or conflicts) reported to various public and private agencies has increased significantly over the past five years, panelists were divided as to the reasons for the increase. The following causes of campus bigotry were cited: (1) deficiencies on college campuses that exacerbate existing tensions; (2) society's failure to keep up with change; (3) competition for limited resources; and (4) extremist speakers. Recommendations for improvement fell into the following categories: (1) on-campus and off-campus resources; (2) multicultural training; (3) federal support and involvement; and (4) the dilemma of balancing free speech with restrictions on inflammatory speech. A list of 16 papers presented at the briefing is appended. (FMW)

ED 327 493 SP 032 796

Clark, Linda; Foote, Ginny

Don't Let the Lack of Money Limit Your Vision: How To Develop an Effective Instructional Improvement Program with Limited Resources.

PUB DATE- Nov 90

NOTE- 23p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Finance; Elementary Secondary Education; Inservice Teacher Education; *Instructional Improvement; *Program Development; School Districts; *Staff Development; Student Evaluation; Teacher Evaluation; *Teaching Models

IDENTIFIERS- Idaho; *Meridian Instructional Model

This paper describes the development of the Meridian (Idaho) Instructional Model which was implemented by a large school district operating with limited funds. Prior to 1981, staff development activities in the district were undertaken on a need basis without any comprehensive plan or approach to the improvement of instruction. Changes in this situation came about partly as a result of intervention by the Idaho State Department of Education which sponsored a program in which districts could send teams of principals and teachers to staff development training sessions to provide them with background and direction for implementing district-wide staff development programs. Through participation in this program, the Meridian school district gradually developed a staff development program and designed the Meridian Instructional Model. Because the model's components are generated from the bottom up, teacher ownership is very high. The model consists of four areas within which teachers promote student learning: (1) establishing a purposeful learning environment; (2) deliberately planning lessons that fit the overall curriculum; (3) focused lesson delivery; and (4) evaluating student progress. A copy of the instructional model is included in the report, as well as forms used in the program. (JD)

ED 327 556 TM 015 957

Godfrey, Robert J.
Outcomes Assessment Handbook: How To Develop a Practical Outcomes Assessment Program for a Home Study School.
National Home Study Council, Washington, D.C.
PUB DATE- Oct 90
NOTE- 37p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); Data Collection; Decision Making; *Educational Assessment; Evaluation Methods; *Home Study; *Nontraditional Education; *Outcomes of Education; Postsecondary Education; *Program Development; Surveys
IDENTIFIERS- National Home Study Council

This handbook is designed to provide school decision makers with a global view of how assessment programs for home study schools are developed. Outcomes assessment (OA) is a required element for recognition by the National Home Study Council Accrediting Committee and hence for member schools. This handbook is designed to enable program developers to: explain the concepts of OA; assess the present sources and uses of student information; develop an outline for an initial OA program; understand the basics of formulating and administering surveys; control the release of data gathered; and understand the linkage between the OA program and continued accreditation. The following topics necessary for outcomes assessment are addressed: (1) pre-study for OA; (2) survey population definition; (3) drafting survey questions; (4) the survey package; (5) handling responses; and (6) OA program uses. The OA program should be designed to stimulate corrective responses to problems while serving as a catalyst for change. An appendix contains an assessment response grid, a sample confidence level calculation, and a list of resources. (SLD)

ED 327 570 TM 016 004

Monitoring the Impact of Testing and Evaluation Innovations Project: State Activity and Interest Concerning Performance-Based Assessment.

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 90

NOTE- 27p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Agency Role; *Educational Assessment; Elementary Secondary Education; Interviews; Multiple Choice Tests; *Performance; State Officials; *State Programs; State Standards; State Surveys; *Student Evaluation; Testing Problems; *Testing Programs

IDENTIFIERS- *Performance Based Evaluation

Information was gathered about current state interest, activity, and concerns related to performance assessment for students. The Center for Research on Evaluation, Standards, and Student Testing of the University of California (Los Angeles) conducted telephone interviews with directors of testing in each of the 50 states in the spring of 1990. Each state testing officer was asked about the state's activity or interest in alternatives to multiple-choice testing at the state level, using a relatively inclusive definition of alternative assessment that did not include simple direct writing assessment. About half the states are currently involved in performance assessment to some degree. Most of the activity and interest was found in the areas of math and science, followed by social studies, expanded writing, and expanded language. Five major areas of concern were noted: (1) costs; (2) logistics; (3) technical aspects; (4) support for implementation of performance-based assessment; and (5) the role of performance-based assessment in a state testing program. In spite of this interest, about 50% of the states were not currently implementing or planning to implement performance-based state assessments for a variety of reasons. One table summarizes selected responses from the states. (SLD)

ED 327 585 TM 016 040

Thomson, William A.; And Others

Alternatives to Three-Mode Factor Analysis: A Case Study with Data Evaluating Perceived Barriers to Medical School Training.

PUB DATE- 16 Jan 91

NOTE- 12p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 25, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *Admissions Officers; Case Studies; Data Collection; *Effect Size; Equal Education; *Factor Analysis; Graphs; Higher Education; Least Squares Statistics; Likert Scales; Matrices; *Medical Schools; Student Characteristics

IDENTIFIERS- Confidence Intervals (Statistics); Three Mode Factor Analysis

While educational researchers frequently collect data from a sample of individuals on a sample of variables, they sometimes collect data involving samples of: (1) subjects; (2) variables; and (3) occasions of measurement. A multistage procedure for analyzing such three-mode data is presented, focusing on effect sizes and graphic confidence intervals. The procedure was illustrated with a data set involving the perceptions of educational equity issues by medical school admissions officials. Admissions officials at 144 medical schools were asked to rate the extent of their agreement with 30 statements using a 5-point Likert scale; 91 subjects replied, yielding a response rate of 63.2%. A 91 x 30 x 4 matrix defined the three-mode data set. In the first phase, the referent mode was collapsed into the subject mode to yield a matrix that was subjected to principal components analysis. The first six components were extracted, and rotated to the varimax criterion. The second step involved retrieving the referent mode involving the four ethnic groups (Black students, Hispanic students, other minority students, and non-minority students). This was done by computing the 95% confidence interval about the mean factor score on each of the six components consisting of the ratings by the admissions officials of a single referent group. One figure illustrates the relative simplicity and graphic features of this approach; one table presents the item markers of the six components; and one appendix contains the matrix. (SLD)

ED 327 509 SP 032 820

Bingham, Ann, Ed.
Maine's Common Core of Learning: An Investment in Maine's Future.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship; Communication Skills; *Core Curriculum; *Curriculum Development; *Educational Objectives; Elementary Secondary Education; Employment Projections; Environment; *Futures (of Society); Global Approach; Literacy; Moral Values; *School Restructuring; *Social Change; Student Attitudes; Technology
IDENTIFIERS- *Maine

This monograph describes the rationale and objectives set forth by the Commission on Maine's Common Core of Learning. The commission was charged, in 1989, with defining the knowledge, skills, and attitudes that all Maine students should have upon their graduation from high school. Commission meetings focused on what skills and attitudes students should possess to be productive citizens and what will be essential for them to know, considering the demands the 21st century will place on them as adults. The Common Core of Learning is divided into four categories: personal and global stewardship, communication, reasoning and problem solving, and the human record. The Common Core of Learning organized by subject areas is appended. Subject areas include: (1) applied technology and vocational education; (2) creative and performing arts; (3) English language arts; (4) foreign languages; (5) human growth and development; (6) mathematics; (7) science and technology; and (8) social studies. The educational philosophy underlying this concept is that schools are an integral part of the society in which they exist. (JD)

ED 327 525　　　　SP 032 858

Health Curriculum Guide. Grade K. Bulletin 1988, No. 48.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 148p.; For related documents, see SP 032 859-867; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Development; *Family Relationship; Habit Formation; *Health Education; *Human Body; *Kindergarten; Nutrition; Physical Fitness; Primary Education; *Safety; Self Care Skills; Self Esteem; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The specific topics in this guide are: safety, self-concept, understanding the body, taking care of one's body, feelings and one's family, and things that hurt a child. (JD)

ED 327 542 TM 014 329

Pike, Gary R.

The Performance-Satisfaction Relationship Revisited: Specification and Testing of a Theoretical Model. Research Report 89-07.

Tennessee Univ., Knoxville. Center for Assessment Research and Development.

PUB DATE- Mar 89

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Entrance Examinations; *College Students; Higher Education; Job Performance; *Job Satisfaction; *Models; *Performance Factors; Predictor Variables; Standardized Tests; *Student Attitudes; Student Attrition; Student Characteristics

IDENTIFIERS- *American College Testing Program

The relationship between job performance and job satisfaction was evaluated using a longitudinal model. During the winter quarter of 1987, approximately 2,000 students at the University of Tennessee (Knoxville) received a student satisfaction survey designed to measure student opinions about programs and services at the university and department levels as well as classroom experiences. The response rate was 63%. During the 1987-88 academic year, slightly more than 1,800 seniors took a required test of general educational knowledge and skills. A total of 314 students had completed both the student satisfaction survey as juniors in 1987 and the senior survey in 1988. The combined data were then matched with student records to obtain additional data on students' pre-college characteristics (American College Test scores, grade point average, gender, and race). Results indicate that a substantial proportion of the association between performance and satisfaction is an artifact of other variables. The results indicate that satisfaction has a greater influence on performance than performance has on satisfaction. This finding runs counter to theories and research about work performance and satisfaction and also calls into question the causal ordering of many of the models used to explain student attrition and persistence. (TJH)

ED 327 600 UD 027 817

Pires, Laura J.

New York State Community Schools Pilot Project. Interim Report.

Edwin Gould Outdoor Education Centers, Brewster, N.Y.

PUB DATE- 30 Nov 88

NOTE- 81p.; For related documents, see UD 027 816 and ED 325 608. Portions of appendixes present legibility problems.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Schools; *Cooperative Programs; *Coordination; Elementary Secondary Education; Preschool Education; Program Evaluation; *School Support; State Programs; *Technical Assistance

IDENTIFIERS- *Collaboratives; *New York

This report on the New York State Community Schools Pilot Project summarizes the project, focusing primarily on the Edwin Gould Foundation for Children's role in providing technical assistance, coordination, and support services. Between January and October of 1988, the Gould Foundation conducted the following activities: (1) organized a statewide advisory committee to assist and guide its role in the project; (2) hired a program officer and organized a technical assistance structure comprised of specialists and consultants from the Gould Foundation and the Regional Laboratory for Educational Improvement in the Northeast and the Islands; (3) carried out preselection and/or technical assistance visits to all 14 participating schools; (4) took major responsibility for organizing a spring retreat for representatives of the 14 schools; (5) circulated three newsletters to promote and encourage information-sharing and network-building; and (6) provided technical assistance, coordination, and support services to all 14 schools. Examples of reactions to the project from students, the news media, staff, elected officials, and administrators are included. The following materials are appended: (1) a calendar of events in the development of the project; (2) a list of eight community school features; (3) the spring retreat program; (4) a summary of participants' evaluation of the conference; (5) a list of preliminary program evaluation criteria and methods; and (6) a summary of key issues for the success of any community school project. (FMW)

ED 327 614 UD 027 840

Gary, Lee P., Jr.; Carter, Kenneth P.

Student Attrition in the First Grade of the Public School Districts
  Serving New Orleans and the River Region during the 1983-84 to
  1985-86 School Years.

PUB DATE- 15 Aug 88

NOTE- 19p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Academic Failure; Black Students; Elementary School Students; Females; *Grade 1; High Risk Students; Males; Preschool Education; Primary Education; *Public Schools; *Racial Differences; *Sex Differences; Urban Schools; White Students

IDENTIFIERS- *Louisiana (New Orleans)

Student attrition in the first grade of the eight public school districts serving New Orleans (Louisiana) and the River Region exceeded the statewide average for the school years 1983/84 through 1985/86 and black males are suffering severe, almost irreparable, damage to their academic potential. An analysis of enrollments, student failure, and attrition rates over the three-year period yields the following findings: (1) males and blacks are more likely than females and whites to fail; (2) the highest attrition rates occur in the Plaquemines (21.81 percent), St. Tammany (21.31 percent), and Orleans (20.30 percent) public school districts; (3) black males in St. Tammany are most at risk of failure; and (4) white females in St. Charles are least at risk of failure. The following recommendations are made: (1) mandatory prekindergarten and kindergarten are imperative to prepare students for first grade; (2) financial incentives and multiyear performance contracts are needed to recruit and reward high-quality teachers; (3) financial incentives are also needed to recruit and retain more black male teachers for preschool and first grade; (4) class sizes should be limited; (5) teacher aides should be provided; and (6) parent participation programs should be developed. Five tables of statistical data are appended. (FMW)

ED 327 628 UD 027 893

Opuni, Kwame A.; And Others
Beating the Odds Summer School: A Dropout Prevention Program for At-Risk Students (1990).
Houston Independent School District, TX. Dept. of Research and Evaluation.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; Enrichment Activities; Formative Evaluation; *High Risk Students; Program Descriptions; Program Evaluation; Questionnaires; Self Concept; *Self Esteem; Summer Programs; *Summer Schools; *Supplementary Education
IDENTIFIERS- *Houston Independent School District TX; Piers Harris Childrens Self Concept Scale

The 1990 Beating the Odds (BTO) Summer School was an intensive instructional, counseling, and guidance program sponsored by the Houston (Texas) Independent School District for a group of at-risk students in grades 5-9. The program was designed to provide a supportive and nurturing learning environment in which the academic and sociopsychological deficiencies of program students could be addressed, thereby giving them the competence and determination to stay in school. This report evaluates the effectiveness of the program in improving student self-esteem, appreciation of teachers, confidence to improve grades, and the determination to succeed in school. The report describes implementation activities of the program; assesses its strengths, weaknesses, and effectiveness; and synthesizes recommendations of program staff and students for enhancing program effectiveness. The evaluation answers research questions involving the following areas and issues: (1) curriculum content of the program; (2) staff perception of factors limiting academic performance; (3) staff perception of staff training effectiveness; (4) student attendance rates; (5) perceived strengths among program characteristics; (6) perceived weaknesses among program characteristics; (7) program impact on student self-esteem and attitudes toward school; and (8) staff and student recommendations for program improvement. Statistical data are presented in two figures and one table. A list of seven references is appended. (AF)

ED 327 494   SP 032 797

Johnson, Daniel P.
Strategic Planning: A (Site) Sight-Based Approach to Curriculum and Staff Development.
PUB DATE- Nov 90
NOTE- 21p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; Learning Strategies; Needs Assessment; *Participative Decision Making; Planning; *School Based Management; School Districts; *Staff Development; Teaching Methods
IDENTIFIERS- *Clear Creek School District CO

The purpose of (Colorado's) Clear Creek School District's strategic planning process has been to develop basic district-wide parameters to promote instructional improvement through a process of shared leadership. The approach is termed "sight-based" to indicate the school district's commitment to connecting curriculum and staff-development programs with an overall district vision. The process provides for a needs assessment to be conducted not less than every 2 years and requires a 3- to 5-year strategic plan. Governance for the several components of this program includes shared leadership with students, parents, nonparent citizens, and educators. All certificated staff participate in the process at some stage, and many support staff are also involved. One central activity is a staff development program, "Enhancing Instructional Delivery" (EID), developed by a committee of teachers and administrators. The EID program is designed to focus the attention of teachers and other certificated employees on the teaching/learning process as it exists in the district's schools. A description is given of the activities and topics covered in the five-day program. A description of the five-step process used to establish short-term goals for the district is appended. (JD)

ED 327 557 TM 015 961

Harrison, Patti L.

Planning and Evaluating Preschool Screening and Assessment Programs.

PUB DATE- Nov 90

NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Association (19th, New Orleans, LA, November 14-16, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)

DESCRIPTORS- *At Risk Persons; Decision Making; Disabilities; *Early Intervention; *Educational Assessment; Educational Diagnosis; Evaluation Methods; *Preschool Children; Preschool Education; *Program Development; Program Evaluation; *Screening Tests; Special Needs Students; Standardized Tests; Testing Programs

Guidelines are presented for incorporating screening and assessment into a sequential and comprehensive model of preschool intervention services. At-risk children who may receive intervention services and an ecological intervention model are described. Three categories of children may benefit from services of early intervention programs: children who are biologically at risk because of organic problems; children who are suspected to be at risk because of organic difficulties often associated with later problems; and children who are environmentally at risk because of social and interactional influences. An ecological model of early intervention services consists of a series of comprehensive steps: (1) case finding; (2) screening; (3) comprehensive assessment; (4) development of an intervention plan; (5) implementation of the intervention plan; (6) program monitoring and follow-up; and (7) development and implementation of a transition plan. Among the technical issues in planning and evaluation are the limitations of standardized tests in terms of reliability and construct validity. The criteria used to make decisions from screening and assessment must incorporate information about referral and eligibility rates and the validity of decisions. Five tables present information from previous studies to illustrate the discussion. (SLD)

ED 327 571 TM 016 005

Duplex Design Project: Science Pilot Test.

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 29 Nov 90

NOTE- 84p.; Prepared by the UCLA Center for the Study of Evaluation in collaboration with the University of Colorado, NORC at the University of Chicago, and Arizona State University.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Biology; Chemistry; Earth Science; Educational Assessment; *Grade 12; High Schools; *High School Seniors; Individual Testing; Physics; *Pilot Projects; Science Education; *Science Tests; *Scoring; *Test Construction; Test Items

IDENTIFIERS- *Duplex Design; Individualized Evaluation; Open Ended Questions

Work is reported towards the completion of a prototype duplex-design assessment instrument for grade-12 science. The student course-background questionnaire and the pretest section of the two-stage instrument that was developed were administered to all 134 12th-grade students at St. Clairsville High School (Ohio). Based on the information obtained from the first-stage form, a second-stage form was prepared and adapted to the course level and background of each student in each of four science areas: (1) earth sciences; (2) biology; (3) chemistry; and (4) physics. Second-stage testing plans were made for statewide testing in 40 Ohio schools in March and April of 1991. Additional open-ended items were sought to complete the six forms of the instrument. Two papers on the present stage of the project are provided: "Individualized Educational Assessment: Twelfth-Grade Science" (R. Darrell Bock and Michele Zimowski); and "The Graded Mark-Point Method of Scoring Performance Exercises and Open-Ended Items" (R. Darrell Bock). The questionnaire and pretest from the pilot administration, and individualized test booklets representing four levels of difficulty in the second-stage forms are included. (SLD)

ED 327 586 TM 016 043

Murchan, Damian P.
Essay versus Objective Achievement Testing in the Context of Large-Scale Assessment Programs.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Achievement Tests; Comparative Testing; Construct Validity; Content Validity; Curriculum Evaluation; Error of Measurement; *Essay Tests; Foreign Countries; Geography; Graduation Requirements; Multiple Choice Tests; *Objective Tests; Secondary Education; *Secondary School Students; *Test Format; Testing Programs; Test Reliability
IDENTIFIERS- *Intermediate Certificate Examination; Ireland; *Large Scale Programs

The reliability, content validity, and construct validity were compared for two test formats in a public examination used to assess a secondary school geography course. The 11-item geography portion of the Intermediate Certificate Examination (essay examination) was administered in June 1987 to 400 secondary school students in Ireland who also took an objective 43-item multiple-choice geography test about 7 months later (in November 1987). The scores on the essay test were less reliable and were susceptible to a significantly larger standard error of measurement than were those on the objective test. Test format was also found to have an effect on classroom practices. The two tests measured different skills, and there was insufficient evidence to prove that writing ability or quality of handwriting influenced scores assigned to essays. It is suggested that a mixed test format is a desirable way to measure achievement in content areas. Five tables present study data. (Author/SLD)

ED 327 510 SP 032 823

English, Jill; And Others
Criteria for Comprehensive Health Education Curricula.
Southwest Regional Laboratory for Educational Research and
Development, Los Alamitos, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(For Administrative and Support Staff, and for Teachers, Parents,
Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Course Content; Cultural Differences; *Curriculum
Development; *Curriculum Evaluation; *Educational Objectives;
Elementary Secondary Education; *Health Education; Instructional
Materials; Learning Activities; Student Evaluation; Teaching
Methods; Time Blocks

The purpose of this guide is to enable a district or school to develop or select a comprehensive school health education curriculum that is educationally sound and based on research of effective programs. The criteria for a comprehensive school health education curriculum are organized into the following categories: (1) goals and objectives; (2) content or subject matter included in the curriculum; (3) teaching strategies to facilitate student learning; (4) learning activities engaged in by the students; (5) materials which are a part of the curriculum pack used by teachers or students; (6) the amount of time devoted to implementing the curriculum; (7) student assessments administered during curriculum implementation; (8) materials which reflect cultural equity when there is a balance in the positive representation of diverse populations; (9) the balance of gender roles depicted in traditional and nontraditional settings; and (10) district-specific criteria. For purposes of evaluation, each criterion is presented on a chart with a Likert-like scale for appraising how well that criterion is currently being met, and a space is provided for needs and comments.(JD)

ED 327 526 SP 032 859

Health Curriculum Guide. Grade 1. Bulletin 1988, No. 49.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 74p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Development; Disease Control; Drug Education; Exercise; *Family Relationship; *Grade 1; *Health Education; *Human Body; Nutrition; Primary Education; Safety; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: Knowing my Body; Keeping My Body Safe; and Knowing about Feelings, Friends, Family, and Fun. (JD)

ED 327 543 TM 014 347

Thompson, Bruce; And Others

Validity of a Measure of Children's Health Locus of Control: A Second-Order Factor Analysis.

SPONS. AGENCY- National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.
PUB DATE- 28 Nov 89
NOTE- 33p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Students; Factor Analysis; *Factor Structure; Grade 4; Grade 5; Grade 6; Health Education; Intermediate Grades; *Locus of Control; Psychological Testing; Student Attitudes; *Test Validity; Urban Schools
IDENTIFIERS- *Multidimensional Health Locus of Control Scales; *Second Order Effects

The study reported in this paper investigated the structure of the health locus of control beliefs of elementary school children using second-order factor analysis and the measurement characteristics of the Multidimensional Health Locus of Control (MHLC) Scales. Changes of wording were made in 10 of the MHLC Scales items in order to improve the readability of the measure. Subjects were two groups of fourth- through sixth-grade students from four elementary schools in a large urban school district in the southern United States. All schools had average academic achievement profiles. The first sample included 1,028 subjects (501 males and 527 females) who completed the 18 items on the revised MHLC Scales. The second sample included 524 subjects (264 males and 260 females) who, 1 year later, completed the 18 MHLC Scales items and an additional six items (two per scale) developed by G. S. Parcel and M. P. Meyer (1978). A total of 248 subjects were common to both samples. Separate analyses were conducted for the two groups in order to examine result stability. The results shed light on the validity of the MHLC Scales as well as on the nature of locus of control beliefs in general. A 33-item list of references, 9 data tables, and 1 figure are provided. A checklist of items used in the study instrument is appended. (TJH)

ED 327 601 UD 027 825

Reller, Dorothy J.

A Longitudinal Study of the Graduates of the Peninsula Academies. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- 15 Feb 87

NOTE- 65p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Education; Education Work Relationship; *High Risk Students; *High School Graduates; High Schools; High School Students; Longitudinal Studies; Mentors; Program Evaluation; Questionnaires; Relevance (Education); *School Business Relationship; Secondary Education; *Student Motivation; Technical Education

IDENTIFIERS- California (Stanford); *High School Academies; Partnerships; *Peninsula Academies Program

The Peninsula Academies Program is a three-year high school program designed to provide at-risk students with the motivation to graduate from high school with skills relevant to future employment. The program combines a full schedule of academic and technical courses with "employability" training in a school-within-a-school setting. Based on a school-business partnership, the Academies program offers career-oriented field trips, guest speakers, employee mentors, and paid work experience in local companies to supplement the regular classroom work. Enrollment is limited to approximately 100 students at each of 2 participating schools across grades 10 through 12. This study seeks to determine the impact of the Peninsula Academies on graduates 15 and 27 months after high school completion. It focuses on the following four main areas: (1) employment experience; (2) educational experience; (3) usefulness of high school training; and (4) overall self-appraisal. The longitudinal study findings suggest that within a year or two after high school, Academy and non-Academy graduates were performing about equally well on most measures of employment achievement, and that their educational activities were also similar. Findings suggest that the program benefits its participants in many ways. The report includes 2 appendixes and a 20-item bibliography. (AF)

ED 327 615 UD 027 842

For a Better LYFE. A Study of the LYFE-"Living for the Young Family through Education"-School Service's Program for Teenaged Parents and Their Children.

Citizens' Committee for Children of New York, N.Y.; Franklin and Eleanor Roosevelt Inst., New York, NY.

SPONS. AGENCY- Ittleston Foundation Inc., New York, NY.

PUB DATE- Jun 90

NOTE- 90p.; The Executive Summary is printed on colored stock. Funding also provided by the Lois Calder Foundation and the Marion E. Kenworthy-Sarah H. Swift Foundation.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Day Care; *Dropout Prevention; *Dropout Programs; *Early Parenthood; *Family Programs; High Schools; High School Students; Program Evaluation; Urban Schools; Welfare Services

IDENTIFIERS- *New York (New York)

The Living for the Young Family through Education (LYFE) program is a school-based daycare and support program for adolescent parents and their children in the New York City Public Schools. Infants receive daycare services in the LYFE nursery, usually located in the high school. Parents receive social services provided by a social worker and family worker while pursuing a high school diploma. Supplementary services include parenting classes. Evaluation information was gathered from interviews with program administrators and from visits to all 23 program sites. The following findings are reported: (1) the system for identifying and tracking pregnant and parenting students is inadequate; (2) students are particularly vulnerable to dropping out during the period immediately following the birth of a child; (3) pregnant students in comprehensive high schools risk loss of credit for the weeks of the school term prior to leaving school to give birth; (4) school-based health clinics are important and convenient services; (5) program goals and guidelines are inconsistent from school to school; (6) staff at individual sites spend too much time on student recruitment and staff development activities; (7) the best program model includes daycare services at the same school the parents attend, service coordination, integration of the program into the life of the school, collaboration between the social worker and the daycare teacher, and parent-child interaction during the parents' free school periods. Recommendations for improvement are made. Statistical data are presented in ten tables. A list of program sites is appended. (FMW)

ED 327 629 UD 027 894

Wechworth, John; And Others

Chapter 1 Instructional Program Final Report 1989/90.

Houston Independent School District, TX. Dept. of Research and Evaluation.
PUB DATE- 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Analysis of Covariance; Bilingual Education; *Compensatory Education; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Education; English (Second Language); Limited English Speaking; Program Evaluation; Program Implementation; *Remedial Programs; *Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Houston Independent School District TX

This report examines the impact of instructional programs funded under Chapter 1 of the Education Consolidation and Improvement Act on the academic achievement of students served in the Houston (Texas) Independent School District during the 1989-90 school year. The Chapter 1 programs provided supplemental remedial instruction in reading/language arts, mathematics, English as a second language (ESL), and bilingual education for elementary school pupils who are economically and educationally disadvantaged. Instruction was provided through either a reach-in model or a regroup model, or through a combination of these approaches; in addition, extended-day classes were available on several campuses. The specific tasks for this inquiry were the following: (1) to describe Chapter 1 instructional programs as implemented within schoolwide and nonschoolwide instructional models; (2) to compare the impact of schoolwide and nonschoolwide approaches on reading/language arts instruction; (3) to compare the impact of schoolwide and nonschoolwide approaches on mathematics instruction; and (4) to evaluate the impact of Chapter 1 instruction on individual students by determining the number of students who moved closer to the non-Chapter 1 population on measures of academic achievement. Eight research questions are addressed and three recommendations offered. Statistical data are presented in 10 tables. (AF)

ED 327 495 SP 032 798

Cooley, Van E.; Thompson, Jay C., Jr.

Mandated Staff Development in the Fifty States: A Study of State Activity 1983-1989.

PUB DATE- Nov 90

NOTE- 11p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990). For the 1984 study, see ED 257 220.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)

DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Expenditure per Student; Inservice Teacher Education; National Surveys; *Staff Development; *State Action; *State Aid; State Legislation; *State School District Relationship; *State Standards; Statewide Planning

This study is a replication of a 1983-84 study of state activity in the area of staff development. Survey questionnaires were mailed to the Chief Educational Officer in each of the 50 states; responses were received from all states. The study compares changes since the 1984 study and focuses on five basic objectives: (1) Which states through law or accreditation currently mandate staff development or inservice programs for local school districts? (2) Which states are currently planning, or have pending, legislation regarding staff development? (3) What effect do per pupil expenditures have on state-mandated staff development programs? (4) Which states provide funding for staff development or inservice programs? and (5) What types of support are provided by State Departments of Education to local school districts in the area of staff development? (JD)

ED 327 558 TM 015 965

Ingvarson, Lawrence
Enhancing Professional Skill and Accountability in the Assessment of Student Learning.
PUB DATE- Mar 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Conferences; Foreign Countries; High Schools; *Learning; Models; Principals; Secondary School Students; *Secondary School Teachers; *Skill Development; *Student Evaluation
IDENTIFIERS- Australia; *Consensus Moderation

This paper presents a procedure for making high school teachers' assessments comparable across schools for graduation and college admission purposes. Findings are presented of an evaluation of the procedure conducted in Victoria (Australia) between 1981 and 1984. This procedure, called "consensus moderation," compares teachers' assessments with clear criteria for the assessment tasks, criteria that were developed by groups of teachers. The procedure requires teachers from different schools to meet in groups of 10 to 12 at least 3 times per year with the aim of aligning grades with quality of work. Members of the Australian evaluation team directly observed the work of 6 of 30 consensus moderation groups for the first 4 years of their operation. The team also participated in central meetings and received the results of surveys of geography teachers (n=100), principals, and students. Teachers, and the vast majority of students and principals, were generally confident that the procedure was fair. The process appeared to support teachers by giving weight to their assessments and to reinforce and clarify the links between the models of assessment that teachers chose and their curriculum objectives. Five tables present teacher survey findings. (SLD)

ED 327 572 TM 016 006

The Effects of Testing Project: The Effects of Testing on Teaching and Learning.
Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 71p.; Prepared by the UCLA Center for the Study of Evaluation in collaboration with the University of Colorado, NORC at the University of Chicago, and Arizona State University. The two papers were presented at the Annual Meetings of the California Educational Research Association (Santa Barbara, CA, November 1990) and the American Educational Research Association (Boston, MA, April 16-20, 1990), respectively.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conference Papers; Educational Improvement; *Elementary School Teachers; Elementary Secondary Education; Interviews; *Learning Processes; *Norm Referenced Tests; Psychometrics; Questionnaires; *Secondary School Teachers; *Standardized Tests; Teaching Methods; Test Results; *Test Use; Theory Practice Relationship
IDENTIFIERS- *Testing Effects

Two papers are presented as part of the Effects on Testing Project. The first paper, "The Effects of Testing on Teaching and Learning" (Joan Herman, Shari Golan, and Jeanne Dreyfus), describes a study focusing on standardized, norm-referenced tests. A questionnaire was administered to 85 teachers (kindergarten through grade 12 levels) attending a conference. The 131-item questionnaire was designed to determine: (1) the effects of mandated norm-referenced testing on curriculum and teaching; (2) variables that mediate these effects; and (3) the extent to which the results of testing represent school improvement. The study found that significant pressure on teachers improved test scores, teacher attention to test scores, and instructional time devoted to testing. Teachers did not report that emphasis on testing was narrowing the curriculum. The second paper, 'Psychometricians' Beliefs about Learning" (Lorrie A. Shepard), examined, through interviews, the beliefs of 50 school district test specialists about learning. A majority operated from implicit learning theories encouraging close alignment of tests with curriculum and the judicious teaching of tested content. Beliefs associated with criterion-referenced testing were associated with a model of learning requiring sequential mastery of learning skills and behaviorally explicit testing of each learning step. Two tables and nine figures are appended to the second paper. (SLD)

ED 327 587 TM 016 045

Stone, Mark

Psychometric Properties of the Wide Range Assessment of Memory and Learning (WRAML).

PUB DATE- Aug 90

NOTE- 6p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Children; Cognitive Tests; Comparative Testing; Correlation; *Elementary School Students; Elementary Secondary Education; Factor Analysis; *Factor Structure; *Learning; *Memory; Models; Psychological Testing; *Psychometrics; *Secondary School Students; Test Use

IDENTIFIERS- *Wide Range Assessment of Memory and Learning

A factor analysis study was conducted of the Wide Range Assessment of Memory and Learning (WRAML), a test developed from a test structure model of memory and learning. The battery is composed of nine subtests (three verbal, three visual, and three learning subsets). The sample consisted of 903 students aged 5 years through 8 years 11 months, and 1,460 students aged 9 years through 17 years 11 months. For the first sample, principal components analysis indicated a three-factor solution. A possible third factor was also indicated for the second sample. The factor analyses suggest a general confirmation of the model with a majority of subtests loading on the factors as predicted. However, several clear exceptions were found, indicating that the structural model was not completely confirmed. Further refinement of the subtests appears necessary. Test users are cautioned to be careful in generalizing beyond the present evidence for these subtests and indices. Two tables present the correlation matrices and principal components for the two samples. (SLD)

ED 327 511 SP 032 825

The American Teacher 1990. New Teachers: Expectations and Ideals. Part I: Entering the Classroom. The Metropolitan Life Survey.
Harris (Louis) and Associates, Inc., New York, N.Y.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- 90
NOTE- 19p.; This report is part of a series of Metropolitan Life surveys of "The American Teacher." For the 1989 survey, see ED 318 706.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Beginning Teachers; *Career Choice; Elementary Secondary Education; National Surveys; *Parent School Relationship; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Education Programs; *Teacher Student Relationship

This survey measured the expectations of new graduates (N=1,002) from education schools who were preparing to start teaching in the fall of 1990. It includes questions on their expectations in relation to students, administrators, other teachers, and parents, as well as on their experiences of teacher training and plans for the future. The overall picture of new teachers revealed by this survey is of a cohort of positively motivated, optimistic, and somewhat idealistic young people who come to their jobs with high expectations but also with a sense of the societal problems that may make their new jobs more difficult. The data are displayed in six tables. (JD)

ED 327 527 SP 032 860

Health Curriculum Guide. Grade 2. Bulletin 1988, No. 50.

Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 129p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Development; Emotional Development; *Grade 2; *Health Education; Hygiene; *Individual Development; Individual Differences; *Interpersonal Relationship; Nutrition; Physical Fitness; Primary Education; *Safety; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: Myself and Others; Growth and Development; Family, School, and Community; Health Practices; Safety Practices; Helpful and Harmful Creatures; and Choices. (JD)

ED 327 616 UD 027 850

How We're Changing: Demographic State of the Nation: 1990.
Bureau of the Census (DOC), Suitland, Md.

PUB DATE- Dec 90
NOTE- 5p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the ART Materials (070)
Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; *Day Care; Demography; *Disabilities; *Economically Disadvantaged; *Enrollment; *Family Characteristics; Family Income; Family Size; *Health Insurance; Higher Education; Homeowners

This demographic overview summarizes some major findings from national surveys reported by the Census Bureau in 1990. Statistical data are drawn from the Current Population Survey, the Survey of Income and Program Participation, and the American Housing Survey. The following trends are reported: (1) the decline in average household size begun in 1980 has leveled off at 2.63 persons per household; (2) the composition of the family has undergone major changes since 1970; (3) child care for preschool-age children is usually in a home environment; (4) college enrollment is increasing thanks in part to the increased number of "older" students; (5) about 8 million people living in households need help with everyday activities; (6) about 31 million people do not have health insurance; (7) median family income increased in 1989 by 1.4 percent over 1988; (8) the number of people living in poverty did not change between 1988 and 1989; and (9) home ownership rates vary widely by demographic, social, and economic characteristics. Statistical data are presented in six graphs. The telephone numbers of contact persons for future information are included. (FMW)

ED 327 496 SP 032 800

Melenyzer, Beverly J.
Teacher Empowerment: The Discourse, Meanings and Social Actions of Teachers.
PUB DATE- Nov 90
NOTE- 66p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Intermediate Grades; Junior High Schools; Middle Schools; Participant Observation; *Personal Autonomy; Personal Narratives; Power Structure; Professional Development; *Self Determination; Social Environment; *Social Influences; *Teacher Attitudes; *Teacher Responsibility
IDENTIFIERS- *Teacher Empowerment

This study investigated two questions concerning the empowerment of teachers: (1) What meanings do teachers associate with the social practices and social knowledge that inform the social actions of teacher empowerment? and (2) What kinds of events seem to account for, or explicate, the accomplishment of teacher empowerment? Participants in the 1-year demographic study were 40 teachers in a middle school. Evidence from teacher narratives and participant observations revealed the following teacher definition of teacher empowerment: "Teacher empowerment is the opportunity and confidence to act upon one's ideas and to influence the way one performs in one's profession. True empowerment leads to increased professionalism as teachers assume responsibility for and involvement in the decision-making process." Three principal findings emerged: (1) the organizational culture as reflected in the cultural norms promoted and sustained teacher empowerment; (2) the social practices and social knowledge of empowered teachers promoted and sustained teacher empowerment; and (3) enpowering leadership, as transformative leadership, promoted and sustained teacher empowerment. Teacher's meanings and social actions were found to be most consistent with those situated in the discourses of teachers' associations, the conservative and liberal education theorists, and authors of organizational transformative leadership. (JD)

ED 327 544 TM 014 428

Piro, Joseph M.

Laterality for Music Problem Solving among Adolescents Gifted in Music, Mathematics and Dance.

PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Brain Hemisphere Functions; Cognitive Processes; College Students; Comparative Analysis; *Dance; *Gifted; Higher Education; *Mathematics; *Music; Perception; Problem Solving; Secondary Education; Secondary School Students; Sensory Experience; Sensory Training; Talent; Young Adults
IDENTIFIERS- Cerebral Sensory Interaction; Speech Perception

The ways in which sensory information, music in particular, is managed by the mental processing system of differentially gifted students were studied. A total of 138 right-handed adolescents and young adults (aged 14 to 22 years), who were gifted in music, mathematics, or dance, were tested on two tasks of music and one task of speech perception. Focus was on studying the comparative nature of laterality patterns for music and speech perception among heterogeneously talented students. Also studied were the responses of the cerebral hemispheres to sensory stimuli and the role talent training might play in shaping ear asymmetry. Ear asymmetry for the musically gifted students seemed largely task dependent. The mathematics students possessed procedural knowledge without task content mastery, a finding that is consistent with learning taxonomies that position the skill of knowledge hierarchically before that of analysis. Results also suggest that, although each hemisphere appeared to prefer processing in differentiated form ("parts" for the left and "wholes" for the right), the two hemispheres functioned in collaboration. These findings emphasize the usefulness of initiating research combining neuroscientific and educational parameters. (SLD)

ED 327 588 TM 016 050

Atkinson, Leslie
Reliability, Errors, Significance, and Abnormality: WAIS-R Factor Scores.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Clinical Diagnosis; Diagnostic Tests; *Error of Measurement; Estimation (Mathematics); *Factor Structure; Intelligence Tests; Predictive Measurement; Psychological Testing; *Scores; *Statistical Significance; *Tables (Data); Test Interpretation; *Test Reliability
IDENTIFIERS- Abnormality (Test Scores); *Wechsler Adult Intelligence Scale (Revised)

Three tables are provided to aid in the clinical interpretation of factor scores for the Wechsler Adult Intelligence Scale-Revised (WAIS-R; 1981). The factor structure of the WAIS-R has proven to be robust across samples, tests, time, statistical analyses, measurement scales, and distortions of the distribution. Information necessary to make practical use of these findings includes: reliability coefficients; difference scores required for statistical significance; standard errors of estimation and prediction; and data on the abnormality of differences between scores. Operations necessary for clinical use include: (1) calculation of predicted true scores; (2) calculation of standard errors of estimation and prediction; (3) calculation of significant differences; and (4) calculation of abnormality of differences. The use of the tables is illustrated via an analysis of the scores on the WAIS-R of a 65-year-old client. (SLD)

ED 327 602 UD 027 826

Dayton, Charles; And Others

California Partnership Academies: 1987-88 Evaluation Report. Policy Paper No. PP 89-9-1.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Policy Analysis for California Education, Berkeley, CA.; William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- Sep 89

NOTE- 177p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; Cooperative Education; Disadvantaged Youth; *Dropout Prevention; Dropout Programs; *Education Work Relationship; *High Risk Students; High Schools; Longitudinal Studies; Outcomes of Education; Program Evaluation; Program Implementation; Questionnaires; *Student Motivation; Technical Education; *Vocational Education; Vocational High Schools

IDENTIFIERS- California; *High School Academies; *Partnerships; Peninsula Academies Program

During the 1987-88 school year, 12 academy programs were operating in California under state sponsorship, including the two original Peninsula Academies in operation since 1981, and 10 replications of these, called Partnership Academies. The academies are designed to reduce the number of dropouts among at-risk high school youth. They combine a modified high school curriculum and structure with exposure to local companies and jobs, with the intent of improving students' motivation to perform well in school, graduate, and make the transition from school to work. This report presents findings from the third annual evaluation of the Partnership Academy programs. The evaluation entails two broad components: process and outcomes. The process evaluation addresses the quality of program implementation and the degree to which programs follow the academy model. The outcomes evaluation addresses the degree to which student performance changes as a result of the academies' programs. Findings indicate the following: (1) the academy program model is capable of producing substantial positive effects for students who participate in it; and (2) the model is complex to implement, and the level of success that students achieve appears to be closely related to the quality of implementation. The report includes statistical data in 44 tables and two appendixes. (AF)

ED 327 630 UD 027 899

More Than a Vision: Real Improvements in Urban Education.
National Association of State Boards of Education, Alexandria, VA.
PUB DATE- 90
NOTE- 54p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Ability Grouping; *Educational Finance; Educational Improvement; Elementary Education; *Family School Relationship; *Homogeneous Grouping; Property Taxes; School Community Relationship; *School Restructuring; *State Boards of Education; Track System (Education); *Urban Education

Three fundamental changes in state focus are needed to improve urban education and prepare many more students to participate in society and the world. First, state boards of education must act upon the belief that all children can learn. Urban students need rigorous, top-quality curricula and instruction delivered by highly trained and competent teachers. When states and schools believe that only a few urban students are capable of mastering a challenging curriculum and employ tracking and ability grouping, many urban students are given a watered-down curriculum in classrooms where the main goal is discipline and order. Second, state boards of education must view students as inseparable from their families and communities. State policies must hold urban schools accountable for forming close working partnerships with families and others in the community. Many urban students will never succeed in even the best schools unless they receive assistance with nonacademic problems such as family conflicts, employment, health and others. It is not surprising that children who are hungary, neglected, or in poor health have trouble learning. More personal support and services, as well as better integration of school and community, are needed to help urban students and families to become better educated and better skilled. Third, state boards of education must aggressively pursue strategies that provide additional resources to urban schools, and many urban districts must spend additional money in order to improve. In many instances, property taxes do not provide adequate funding for improvements. State boards should encourage shifts in resource allocation from property taxes to other state revenue sources to ensure adequate funding. Statistical data are presented in one graph. A list of 42 references is appended. (FMW)

ED 327 528 SP 032 861

Health Curriculum Guide. Grade 3. Bulletin 1988, No. 51.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 76p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Development; Dental Health; Exercise; *Grade 3; *Habit Formation; *Health Education; *Helping Relationship; *Human Body; Interpersonal Competence; Physical Fitness; Primary Education; Safety; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The specific topics are: Helpful Habits; Harmful Habits; Helpful People; Body Development; Health Information (locating information and living safely); and Positive Impressions (etiquette and good sportsmanship). (JD)

ED 327 559 TM 015 972

Shann, Mary H.

Making Schools More Effective: Indicators for Improvement.

Boston Univ., Mass. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 488p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Educational Quality; Effective Schools Research; Instructional Effectiveness; Intermediate Grades; Interviews; Junior High Schools; *Junior High School Students; Low Income Groups; *Middle Schools; Minority Groups; *Public Schools; *School Effectiveness; School Role; School Surveys; Secondary School Teachers; Teacher Effectiveness; *Urban Schools
IDENTIFIERS- Boston Public Schools MA; *Educational Indicators

A study was conducted of four urban middle schools in Boston serving 1,600 students, mostly from low-income minority families, to assess urban public school effectiveness. School level practices were the primary focus of the study, but self-reports of classroom teaching behaviors were also studied in relation to student achievement through interviews with 20 to 30 teachers in each school. The study resulted in the creation and validation of indicators that schools can use to assess their climates, set policies for reform, and choose strategies based on research. More than 90% of the students placed a high value on the importance of family and education, recognizing that they were in school to learn and get a good job in the future. Teachers in these schools were well educated and experienced, but their individual caring was not always mirrored on an institutional level. The most effective school combined emphasis on academic learning with an ethic of caring. Clarity of purpose and positive relationships among teachers were mirrored in higher levels of student achievement, higher rates of prosocial behaviors among students, and lower incidences of antisocial behaviors. Teachers who reported more frequent use of direct teaching and student-led small groups with teacher supervision had students with significantly higher levels of achievement in reading, mathematics, and problem solving. Teachers who reported more frequent use of workbooks and other individual assignments had students with significantly lower levels of achievement. Indicators of input, processes, and products were developed and are summarized. An important contribution of the study was the development of a measure of higher order thinking and problem solving for students in grades 4 through 8, the Test of Problem Solving (TOPS). In all, 56 tables and 8 figures present the study data. A 208-item list of references is included. Four appendices contain instruments used, including the TOPS. (SLD)

ED 327 573 TM 016 020

Thompson, Bruce; And Others
Stepwise Methods Lead to Bad Interpretations: Better Alternatives.
PUB DATE- 13 Jan 91
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 25, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admissions Officers; *Data Interpretation; *Effect Size; Higher Education; Medical Schools; *Predictor Variables; Research Methodology; *Research Problems; Statistical Significance
IDENTIFIERS- *Analytical Methods

Problems with using stepwise analytic methods are discussed, and better alternatives are illustrated. To make the illustrations concrete, an actual data set, involving responses of 91 medical school admissions directors to 30 variables, was used. The 30 variables involved perceptions of barriers to medical school with respect to characteristics of medical students. The propensity of researchers to apply statistical significance tests to evaluate how many steps should be implemented is considered. The problems of using statistical significance testing in conjunction with stepwise methods are elaborated, but the emphasis is on better alternatives to stepwise methods. A two-stage approach to variable selection is recommended. If variables must be eliminated, a better procedure is to compute effect sizes for every possible predictor set using readily available computer software. In the two-stage process, variable selection does not depend on the results in previous steps. The first step is to determine the desired size, "k," of the predictor variable set. The second step is to select the best predictor set of the desired size, consulting the effect size; however, a better approach would be to select the predictor set based on theory, previous empirical results, or the accessibility of variables in a given set. A 19-item list of references is included. Three tables and one graph illustrate the analysis. (Author/SLD)

ED 327 617 UD 027 851

The Implementation of the Wave. Final Report.
Institute for Educational Leadership, Washington, D.C.
PUB DATE- Aug 90
NOTE- 84p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Comprehensive Programs; Demonstration Programs; Disadvantaged Youth; *Education Work Relationship; *Experiential Learning; *High Risk Students; Parent Participation; Program Evaluation; *Program Implementation; Secondary Education; *Student Participation; Teacher Education
IDENTIFIERS- 70001 Ltd; *Community Service

The Work, Achievement, and Values Education (WAVE) program, developed by the 70001 Training and Employment Institute, was launched in 52 schools across the country at the start of the 1989-90 school year. Thirteen of these schools were demonstration sites, receiving intensive support from 70001 for WAVE teacher training and program assistance for first-year implementation. The WAVE is a carefully designed, multicomponent program that addresses the nationally documented needs of young people in grades 9 through 12 whose circumstances dim their prospects for academic and personal success. The components of the WAVE include a 4-year sequential curriculum designed to promote positive peer group experiences and encourage student participation and involvement; teacher training and development focusing on equipping teachers to work with the innovative and interactive curriculum and multicomponent program; and a motivational component, the WAVE Career Association, which is designed to provide students with opportunities to apply key concepts from the curriculum and to develop leadership skills. This report on first-year implementation of the program at the 13 demonstration sites comprises the following sections: (1) WAVE program environments; (2) findings about WAVE students, teachers, curriculum, and program activities; (3) conclusions; (4) recommendations; and (5) summaries of site visits. Two exhibits, summary descriptions of site visits, and site visit questionnaires, are appended. (AF)

ED 327 512 SP 032 826

George, Thomas A.; And Others
The Relationship between Teacher Education Admission Interviewer
Ratings and Subsequent Performance Variables.
PUB DATE- 14 Nov 90
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990). Student teacher evaluation forms may not reproduce well due to small, filled print.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Admission Criteria; Comparative Analysis; Elementary Education; Higher Education; *Interviews; Preservice Teacher Education; *Student Characteristics; *Teacher Education Programs

Acute resource limitations and demands for better prepared teachers have resulted in the imposition of enrollment caps on many U.S. teacher preparation programs. The subjects of this study included students who were selected to enter the elementary education program and who eventually enrolled in student teaching (N=93). Spearman correlations were computed to determine the relationship of admission boards interview ratings and subsequent performance variables. The results support the need to maintain admission boards which include elementary and university faculty, school teachers, and advanced students, since each interviewer type appears to focus on different student attributes, such as academic accomplishments, professional promise, etc. Such boards select better students because of the variety of rater types constituting each admission board. (JD)

ED 327 497 SP 032 801

Bercik, Janet T.; Blair-Larsen, Susan

School Based/University Assisted Teacher Induction Model.

PUB DATE- Nov 90

NOTE- 18p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teacher Induction; *Classroom Techniques; College School Cooperation; *Discipline; Elementary Secondary Education; Higher Education; *Parochial Schools; *Program Development; *Urban Education

IDENTIFIERS- *Archdiocese of Chicago IL

A year-long teacher induction program was implemented in four inner-city parochial schools in the archdiocese of Chicago (Illinois). The program had three objectives: to provide new, first-year, and returning teachers with classroom organization and management techniques; to encourage the teachers to develop a support system for themselves; and to provide ongoing insight into classroom discipline. The participants were 20 teachers (15 first-year and 5 second-year) and 2 aides. Four meetings were held during the school year on topics relevant to the teachers' concerns: classroom management, parent conferences, teacher expectations, discipline, and homework. Midway through the first year, periodic observations were conducted by the researcher/facilitator for 4 months. Observation reports offered constructive criticism and positive reinforcement only, not evaluation. In final interviews with individual participants, it became apparent that frustrating aspects for the first-year teachers centered on discipline, pacing, flexibility, and organization. Second-year teachers still mentioned discipline, but added the areas of parent demands and expectations. According to the teachers' program evaluation surveys, the first two program objectives were fulfilled; the third, regarding discipline, proved to be the most difficult to control. Suggestions are offered for setting up such a program, and the teacher induction survey is appended. (JD)

ED 327 545 TM 014 548

Bauer, Joseph J.

Correlational Study of the Scales of Independent Behavior and the Vineland Adaptive Behavior Scales.

PUB DATE- 86

NOTE- 13p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Adjustment (to Environment); *Behavior Rating Scales; Communication Skills; Comparative Testing; *Correlation; Daily Living Skills; Interpersonal Competence; *Mothers; Parent Background; Preschool Education; Psychomotor Skills; *Young Children

IDENTIFIERS- *Scales of Independent Behavior; *Vineland Adaptive Behavior Scales

The Vineland Adaptive Behavior Scales (VABS) and the Scales of Independent Behavior (SIB) were administered to the mothers of 40 preschoolers (23 females and 17 males) in a day care situation. The children ranged in age from 47 to 74 months. Mothers were interviewed to determine if any changes had taken place in the behavior of the children between administration of one instrument and administration of the other instrument 7 days later. Pearson product moment correlations were calculated for: (1) the global adaptive behavior scales; (2) motor subscales; (3) communication subscales; (4) daily living (personal) skills subscales; and (5) the social skills subscales of the VABS and SIB. A hypothesis that proposed significant correlations between specific VABS and SIB global scales was supported in part. A second hypothesis suggesting a relationship between parental occupation and the adaptive behavior scores of their children was tested via an analysis of variance, which indicated that the highest level of occupation did relate to global scores on both instruments, to community living scores on the SIB, and to communication domain scores on the VABS. Both instruments appeared to measure adaptive behavior. Implications of the findings for specific subscales are discussed. Two tables present correlations and means and standard deviations for the subscales. (SLD)

ED 327 589 TM 016 056

Volkan, Kevin
Using LISREL: Some Notes on Technique and Interpretation.
PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Software Reviews; *Data Interpretation; Goodness of Fit; Mathematical Models; Research Methodology; Social Science Research; *Structural Equation Models
IDENTIFIERS- *LISREL Computer Program

Structural equation modeling has become increasingly popular as a technique for the analysis of non-experimental data in the social sciences. This increase can be traced in part to the development of computer programs that facilitate structural equation modeling. The Linear Structural Relations (LISREL) program is the most widely used tool for implementing structural equation models. LISREL is applicable across a wide range of study, but is most useful in analyzing social science data. Some characteristics of the LISREL program are examined. The general LISREL model is explained along with methods for establishing the identification and goodness-of-fit of the overall model and its individual parameters. It is concluded that the most important aspect of LISREL methodology is its flexibility; almost any type of problem involving regression or factor analytic procedures can be computed using LISREL. LISREL models should be theory driven, but should not be used to explore the grosser aspects of a theory. LISREL may be seen as a revolutionary synthesis of classical measurement theory/methodology with computer technology. Although LISREL methodology requires a good deal of technical understanding, it currently is in a form that is accessible to a large number of users. (SLD)

ED 327 603 UD 027 827

Dayton, Charles; Stern, David

Graduate Follow-Up Survey of the June 1988 Graduates of the California Partnership Academies. Policy Paper No. PP90-1-1.

Policy Analysis for California Education, Berkeley, CA.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- Jan 90

NOTE- 33p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cooperative Programs; *Dropout Prevention; *Dropout Programs; High School Graduates; High Schools; *Job Training; Outcomes of Education; Program Evaluation; *School Holding Power; State Programs; Telephone Surveys; Vocational Education

IDENTIFIERS- *California; *Partnerships

California's Partnership Academies, which are conducted under the sponsorship of the state and aimed at dropout prevention for at-risk high school students, combine a modified curriculum and structure with the following elements: (1) a student selection process designed to enroll students with potential, but whose past performance places them at risk of dropping out; (2) a school-within-a-school administrative structure; (3) job training in a high-demand labor market field; (4) strong support from local business; and (5) both school and district program support. The academies are supported by three-way partnerships between the local school, local business, and the State of California. Evaluation information was gathered from a telephone survey of June 1988 graduates of 8 of the 12 academies operating from 1985 through 1988. The following findings are reported: (1) fewer academy students dropped out in their senior year than students in a comparison group of regular high school students; (2) most graduates of both the academies and the regular schools are continuing their education and somewhat more academy graduates are enrolled in degree programs; (3) about two-thirds of both academy and regular school graduates are working about 30 hours per week but, among those graduates who both work and attend school, the academy graduates began with higher wages than the regular graduates and the wage difference between the two groups increased over time; and (4) both groups reported being "fairly well" satisfied with their high school preparation and achievements since graduation. Statistical data are presented in 10 tables. The survey questionnaire and a list of six related reports are appended. (FMW)

ED 327 631 UD 027 908

Un Manual para Padres y Madres Immigrantes. Proteja los Derechos de Educacion para Sus Hijos e Hijas (A Handbook for Immigrant Parents: Protect the Educational Rights of Your Children).
Multicultural Education, Training and Advocacy (META), Inc., San Francisco, CA.
PUB DATE- 90
NOTE- 21p.; For an English version, see UD 027 836.
LANGUAGE- Spanish
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- *Bilingual Education Programs; *Educational Legislation; Elementary Secondary Education; *Immigrants; Parent Materials; *Parent Rights; School Registration; Special Programs; Student Placement; *Student Rights

This handbook for Spanish-speaking immigrant parents outlines the legal rights of immigrant children to educational services. All children in the United States have a right to attend school. Schools may require proof of residency and vaccination before enrollment, but a signed sworn statement attesting to the child's age may be substituted for a birth certificate. Some schools require immigrant children to be reviewed by an intake center before admission, but it is illegal for the information to be passed on to the Immigration and Naturalization Service (INS). No high school student should be automatically placed in a freshman class without assessment of his educational background; misplacement of a limited-English-speaking student in a class for the mentally and physically disabled is a very serious problem. Children may be entitled to the following special services: (1) special education programs; (2) gifted and talented programs; (3) migrant education programs; and (4) compensatory education programs. A school district must meet special language needs. Bilingual education programs are special programs to develop English language skills and include instruction in the student's native language. These programs usually afford the best opportunity to learn English. Schools also have an obligation to provide parents with information in a language they can understand. Parents have a right to a formal hearing with a lawyer if their child is suspended or expelled. Parents also have a right to inspect and review their child's education records. A list of legislative decisions guaranteeing immigrant childrens' rights is appended. (FMW)

ED 327 513 SP 032 827

Martin, Oneida L.

Instructional Leadership Behaviors That Empower Teacher Effectiveness.

PUB DATE- Nov 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; •Educational Change; Elementary Secondary Education; Interpersonal Relationship; •Leadership Styles; Principals; School Based Management; •Teacher Administrator Relationship; •Teacher Attitudes; Teacher Behavior; •Teacher Effectiveness
IDENTIFIERS- •Teacher Empowerment

The concept of teacher empowerment is generally viewed in terms of recognizing and respecting teachers as equal partners in making educational decisions. A survey instrument was developed to assess teachers' perceptions of principals' and supervisors' demonstrated behaviors toward pedagogical efficacy attainments. Three efficacy measures were interfaced into the questionnaire: (1) the teacher's belief that he/she has the knowledge and skills to affect student learning when power is entrusted; (2) the teacher's perception that he/she has the ability to function as leader when responsibility is entrusted; and (3) the teacher's perception of his/her ability to make instructional decisions in relation to expected outcomes.

Eighty-one teachers from five rural counties in Tennessee participated in the study. The respondents felt that principals should be instructional leaders, and they were moderately satisfied with principals' instructional leadership behaviors with regard to teacher empowerment measures. What significantly influenced this confidence was supervisors taking time to work with teachers. The more supervisors demonstrated a collegial relationship, the more teachers perceived them as professional mentors. These and other findings indicate that schools will need leaders who can recognize people's potential worth and contributions in the organization. School leaders will need strong interpersonal communication skills, and they will have to demonstrate to teachers their confidence in the teachers' ability to plan their professional programs and make appropriate instructional decisions. (JD)

ED 327 529 SP 032 862

Health Curriculum Guide. Grade 4. Bulletin 1988, No. 52.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 93p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Development; Dental Health; *Drug Education; Exercise; *Grade 4; *Health Education; Helping Relationship; *Human Body; Intermediate Grades; Interpersonal Competence; Peer Influence; Peer Relationship; *Physical Fitness; Safety; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. Specific topics are: Interacting with Others; Making Healthy Decisions about Medicines and Controlled Substances; Caring for a Growing Body; and Keeping a Healthy Body. (JD)

ED 327 574　　　　TM 016 021

Reinhardt, Brian M.
Factors Affecting Coefficient Alpha: A Mini Monte Carlo Study.
PUB DATE- 15 Jan 91
NOTE- 32p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 26, 1991).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; *Correlation; Difficulty Level; Estimation (Mathematics); Factor Analysis; *Item Response Theory; *Monte Carlo Methods; Scores; Test Items; *Test Reliability
IDENTIFIERS- *Alpha Coefficient; *Internal Consistency; Test Homogeneity; Variance (Statistical)

Factors affecting a lower-bound estimate of internal consistency reliability, Cronbach's coefficient alpha, are explored. Theoretically, coefficient alpha is an estimate of the correlation between two tests drawn at random from a pool of items like the items in the test under consideration. As a practical matter, coefficient alpha can be an index of internal consistency (i.e., an index of the degree to which item response scores correlate with total test scores). Cronbach's procedure is a method of calculating coefficient alpha. Three factors affecting coefficient alpha--total test variance, sum of item variances, and homogeneity of item difficulty--were examined using a mini Monte Carlo model. Small data sets generated by a computer program were used to make the discussion concrete. By considering bivariate correlation, multiple R correlation, beta-weight, and structure coefficients, total test variance was shown to account for the most variance of coefficient alpha, followed by the standard deviation of item difficulties, and the sum of item variances. Seven tables and three figures illustrate the discussion. (SLD)

appendices contain instruments used, including the EOTs. (SLD)

ED 327 560 TM 015 978

Jones, Michael H.; And Others

Errors-and-Omissions Tests: A Methodology for Achieving Cost-Effective and Reliable Performance Assessments.

PUB DATE- Apr 90

NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Art Teachers; Beginning Teachers; Commercial Art; *Educational Assessment; Job Performance; *Occupational Tests; *Performance Tests; Postsecondary Education; *Simulation; Situational Tests; Teacher Certification; Teacher Evaluation; *Test Construction; Test Reliability; Vocational Evaluation; *Work Sample Tests

IDENTIFIERS- *Errors and Omissions Tests; Furniture Repair

In the domain of performance assessment, the errors-and-omissions (EOT) test falls between a work-sample test and a simulation test. The examinee works with a sample of material from the work environment. The correct answers and the exact criteria for acceptable performance are known in advance. For this study, EOTs were used for assessing entry level teachers in the areas of commercial art and furniture repair and upholstery. Thirty examinees were drawn from the pool of existing experienced teachers in Florida. A committee of six to eight experts in each field identified the competencies and skills needed to be an effective teacher. The committee members modified hypothetical examples of EOT tests, which were reviewed by additional experts in the fields, and used the examples in pilot testing with one teacher from the pool for the furniture repair test and three for the commercial art test. There were three raters for each test. The level of rater agreement was good. Future research will require larger samples to test the methodology proposed. Four appendices provide fictitious examples of commercial artist examinations. (SLD)

ED 327 590 UD 027 468

Vazquez, Blanca, Ed.
Puerto Rican Women as Workers and Writers.
City Univ. of New York, N.Y. Centro de Estudios Puertorriquenos.
PUB DATE- 89
NOTE- 124p.
LANGUAGE- English; Spanish
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Authors; Dominicans; *Employed Women; Females; *Feminism; Hispanic Americans; Interviews; *Life Style; Literature Reviews; Modern History; *Puerto Ricans
IDENTIFIERS- *Latinas

This theme issue of the "Centro Bulletin" highlights recent studies by and about employed Puerto Rican and Latina women. "La mujer en el Puerto Rico del siglo XIX" (O. Jimenez de Wagenheim), in Spanish, reviews the contributions of women to Puerto Rican economic, political, and social life during the nineteenth century. "Notas sobre el desarrollo de la industria del tobaco en Puerto Rico y su impacto en la mujer puertorriquena, 1898-1920" (A. Tirado Aviles), in Spanish, and "Women's Labor and the Domestic Unit: Industrial Homework in Puerto Rico during the 1930s" (M. del Carmen Baerga) focus on the history of women in the tobacco and needlework industries in Puerto Rico and examine the effects of gender and class on the incorporation of women into production. "The Lives of 'Pioneras': Bibliographic and Research Sources on Puerto Rican Women in the United States" (A. Ortiz) concentrates on migration experiences and the contributions of Puerto Rican women to the early New York community. "Growing Up Puertorriquena: The Feminist Bildungsroman and the Novels of Nicholasa Mohr and Magali Garcia Ramis" (M. Fernandez Olmos) focuses on the psychological development of the female protagonists in educational novels. "Entra dominicanos: Una lectura de 'Las cuatro ninas'" (D. Cocco de Filippis) reviews the work of Dominican author Julia Alvarez. The "Portfolio" section highlights female Puerto Rican visual artists living and working in New York. "Ellos/Ellas y Nosotras: Breve paseo por las autopistas y callejones sociales" (C. Romany) applies feminist theory to the everyday lives of Puerto Rican women. Interviews with Antonia Pantoja and Esperanza Martell examine the role of Puerto Rican women in political organizations in New York from the 1940s through the 1970s. (FMW)

ED 327 618 UD 027 864

Quiroz, Julia Teresa

Twenty-Two Hispanic Leaders Discuss Poverty: Results from the Hispanic Leaders Study. Final Version.

National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.

PUB DATE- Nov 90

NOTE- 34p.; For an earlier version, see ED 325 555.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitudes; *Hispanic Americans; Interviews; *Leaders; Low Income Groups; *Poverty; *Poverty Programs; *Quality of Life; Social Action

This study examines the perceptions of 22 national Hispanic American leaders about poverty among Hispanics. Eleven of the leaders were Mexican American; five were Puerto Rican; four were Cuban American; one was Central American; and one was South American. Twelve of the leaders were heads of public interest organizations; six were members of Congress; two headed unions; and two were volunteer directors of national Hispanic organizations. Six of the leaders were women; 17 were men. The following summary findings are reported: (1) most believed that Hispanic poverty is growing; (2) about half believed that the nature of Hispanic poverty had changed over time; (3) about half did not consider "persistent poverty" or the "underclass" to require special attention; (4) a wide range of causes for poverty among Hispanics were identified; (5) half did not consider Hispanic poverty to be different from poverty among other groups; (6) civil rights and education were the two areas in which the leaders have seen the most improvement for low-income Hispanics; (7) half felt that education is the top public policy priority; and (8) education, social programs, political and self-help organizing, and more equitable taxation were cited as promising strategies to improve poverty conditions. The following conclusions are reported: (1) the issues of importance to these leaders sometimes parallel other national issues, but often with different emphases; (2) these leaders blend a range of strategies in their approach to poverty; (3) many of these leaders identified special challenges facing Hispanic women; and (4) Hispanic institutions can serve an important role in improving the lives of low-income Hispanics. Statistical data are presented in nine graphs and seven tables. The interview questionnaire and an 11-item bibliography are appended. (FMW)

Smith, Lynn C.; Pape, Sharon L.
Reflectivity through Journal Writing: Student Teachers Write about Reading Events.
PUB DATE- 29 Nov 90
NOTE- 29p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 29, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Elementary Secondary Education; Higher Education; *Journal Writing; *Methods Courses; Preservice Teacher Education; Reading Instruction; *Student Teachers; Teacher Behavior; *Theory Practice Relationship
IDENTIFIERS- *Reflective Teaching

The question posed in this study was whether university reading methods courses influenced student teachers' instructional choices through a process of reflective judgment. It also examined the students' actual practices as they related to the complexity of their reflections, and whether reflective judgment could be improved by using journal writing with a specific content focus. Eleven student teachers used journal writing to describe and reflect upon their course work from a theoretical perspective and to apply that perspective to classroom experiences. The content of the journal was to relate in particular to reading events they observed or with which they had interacted in their student teaching classroom. Comparison of student teachers' teaching behaviors, as described in supervisors' field notes, and journal entries suggested a consistency between their actions and their reflective statements about instructional events. Upward movement in the levels of reflection was not manifested by students in the study. Students expressed much perturbation in journals and in interviews with the lack of consistency between what they had been taught in their reading methods course and what they saw being done in their classrooms. It is suggested that if reasoning at higher cognitive levels is the goal of a teacher education program, students need more appropriate and consistent support. Examples of journal comments and interviews are appended. (JD)

ED 327 530 SP 032 863

Health Curriculum Guide. Grade 6. Bulletin 1988, No. 54.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 129p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Development; *Decision Making Skills; Dental Health; Family Relationship; *Grade 6; *Health Education; Human Body; Intermediate Grades; Mental Health; Nutrition; *Self Esteem; Social Cognition; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The guide is organized under the general theme of decision making. The topics are: developing a positive self-concept and learning to make responsible decisions; making decisions about myself on body systems, personal nutrition, dental health, mental health, and disease; making decisions about family and friends (family relationships, peer relationships, and drug abuse); and making decisions about society (the environment, safety, health information, services, and products, energy conservation, and worldwide availability of food). (JD)

ED 327 546 TM 015 032

Sykes, Robert C.
Stability of IRT b-Values over Time and Position.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Analysis of Covariance; Certification; Comparative Testing; *Item Response Theory; *Licensing Examinations (Professions); Predictive Measurement; *Research Methodology; *Test Items
IDENTIFIERS- *B Values; *Invariance Principle; Item Position (Tests); Rasch Model

An analysis-of-covariance methodology was used to investigate whether there were population differences between tryout and operational Rasch item b-values relative to differences between pairs of item response theory (IRT) b-values from consecutive operational item administrations. This methodology allowed the evaluation of whether any such differences could be attributed to differences in item position after controlling for the background effect of scale drift on b-values. Usable real or scored items in a large licensure examination were selected for study. The final sample consisted of 406 administration difference pairs. For each item, a record was created containing: (1) administration dates; (2) item positions for several administrations ending with July 1987; (3) classification code; (4) type of administration (real or tryout); and (5) b-value and standard error. The block-wise placement of tryout items had no apparent effect on their b-values. Neither differences in booklet nor test item locations were significantly associated with differences in b-values across consecutive pairs of administrations. A small but significant increase in b-value differences in pairs having earlier administration (between February 1981 and July 1986) suggested that scale drift increased over this period. Three data tables and eight figures are included. (Author/SLD)

ED 327 604 UD 027 828

Bauch, Patricia A.; Small, Thomas W.
Attitudes and Values of Inner-City Catholic School Parents:
  Development and Analysis of a Survey. Technical Report #1.
PUB DATE- Sep 90
NOTE- 135p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
  Evaluation Instruments (160)
DESCRIPTORS- *Catholic Schools; Factor Analysis; High Schools;
  *Measurement Techniques; *Parent Attitudes; *Parent Participation;
  Parents; Parent School Relationship; Questionnaires; Reliability;
  Research Design; Research Methodology; Statistical Surveys; *Urban
  Education; Validity

This report contains accounts of the scale construction, reliability, and validity of an instrument used to collect parent survey data in a study of Catholic inner-city high schools. The survey was designed to ascertain parents' involvement in their children's schooling based on parental knowledge, reasons for school choice, expectations and personal background characteristics, and perceptions of the school chosen. These data are useful in determining the extent to which parents interact with a school of choice, which is thought to have a significant impact on the academic and social performance of their children. The report is introduced by a discussion of the conceptualization of the survey instrument, based on the research literature, the rationale for selecting the research methodology used, and an explanation of the researchers' approach to scale construction. The main analytic tools were factor analysis, followed by reliability analysis, to assess further the internal consistency of the resulting dimensions. The report also explains how the survey was administered, describes its parent population, and suggests how the instrument could be modified for future use. Appendixes include the questionnaire and a master key for analysis showing all variables and variable combinations. The report includes 32 tables. (AF)

ED 327 514 SP 032 829

Ingram, Richard C.; Million, Steven K.

"Retooling" for the Middle School Experience: Inservice Training for Junior High School Personnel.

PUB DATE- 90

NOTE- 15p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Cognitive Development; Flexible Scheduling; *Individual Development; *Inservice Teacher Education; Junior High Schools; Learning Strategies; *Middle Schools; Peer Influence; Role Perception; Secondary School Teachers; Student Behavior; *Student Characteristics; *Student Needs; Teaching Methods

This discussion of the uniqueness of the middle school focuses on the characteristics of the early adolescent student. It is pointed out that the special needs of these students are infrequently met by the traditional junior high school. Middle schools should be characterized by six unique elements: (1) specific individual counseling; (2) a curriculum providing careful articulation and coordination of learning experiences; (3) blocks of instructional time with interdisciplinary teams of teachers; (4) a variety of teaching methods; (5) a wide range of exploratory courses and athletics that encourage participation by all students; and (6) a focus on learning the skills students will need for future study. Results of a survey of middle school principals indicated that some, but not all, of these elements are currently implemented and that there is a need for special inservice training for middle school faculty. Excerpts from principal-surveys are included. (JD)

ED 327 575 TM 016 022

Beard, Jacob G.; And Others

The Prediction of State Student Assessment Test Scores from Scores on the Districts' Standardized Norm-Referenced Tests.

Florida State Univ., Tallahassee. Coll. of Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Assessment, Testing, and Evaluation Section.

PUB DATE- 21 May 90

NOTE- 64p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Assessment; *Elementary School Students; Elementary Secondary Education; Grade 3; Grade 5; Grade 8; Grade 10; *Norm Referenced Tests; *Predictive Measurement; *School Districts; Scores; Secondary School Students; *Standardized Tests; State Programs; Testing Programs; Test Results; *Test Use

IDENTIFIERS- *Florida State Student Assessment Test

A study was conducted to examine the feasibility of using scores on the districts' standardized norm-referenced tests (NRTs) to predict performance on Florida's State Student Assessment Tests (SSAT) at grades 3, 5, and 8, and on the SSAT-I and SSAT-II given in grade 10. Specific questions about the use of district scores were addressed in a study of three districts involving 3,043 students in grade 3, 3,048 students in grade 5, 3,018 students in grade 8, and 2,046 students in grade 10. Findings indicate that students' scores from NRTs could be used to exempt students from the SSAT, the SSAT-I, and the SSAT-II. The NRT scores identified approximately 75% of students whose SSAT performance was unsatisfactory. The effectiveness of different NRTs used by the districts was similar, although different cutoff points were necessary and the results varied across grade level. Ten tables contain data from the study. An appendix provides a 15-page table of test scores and 15 scatterplots of the relationships between tests. (SLD)

ED 327 547 TM 015 371

Kyllonen, Patrick C.; Christal, Raymond E.
Cognitive Modeling of Learning Abilities: A Status Report of LAMP.
Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and
Personnel Div.
PUB DATE- Feb 88
NOTE- 47p.; This report in an Interim Technical Paper for the period November 1986 to November 1987.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Achievement Tests; Computer Assisted Testing; Expert Systems; *Federal Programs; Individual Differences; Knowledge Level; *Learning Processes; Memory; *Military Personnel; Models; Personnel Selection; Problem Solving; *Research Projects; Skill Analysis; *Test Validity
IDENTIFIERS- *Learning Abilities Measurement Program

Research activities underway as part of the Air Force's Learning Abilities Measurement Program (LAMP) are described. A major objective of the program is to devise new models of the nature and organization of human abilities, that could be applied to improve personnel selection and classification systems. The activities of the project have been divided into two categories. The first category is concerned with identifying fundamental learning abilities by determining how learners differ in their abilities to think, remember, solve problems, and acquire knowledge and skills. A four-source framework is adopted which assumes that observed learner differences are due to differences in processing speed; processing capacity; and the breadth, extent, and accessibility of conceptual knowledge and procedural skills. The second category of research activities is concerned with validating new models of learning abilities. To do this, several computerized intelligent tutoring systems have been built that serve as mini-courses in technical areas, such as computer programming and troubleshooting electrical circuits. A major objective of this part of the program is to develop principles for producing indicators of student learning progress and achievement. These indicators will serve as learning outcome measures for ability test validation. Four figures and a 76-item list of references are included. (Author/TJH)

ED 327 561 TM 015 979

Annual Report: Statistical and Financial Data for the Scholastic Year Ending June 30, 1989 and for the Fiscal Year Ending September 30, 1989. Bulletin 1989--No. 2.

Alabama State Dept. of Education, Montgomery. Div. of Administration and Finance.

PUB DATE- 89

NOTE- 203p.; Document consists of largely of reduced computer printouts.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Annual Reports; Attendance; Charts; *Educational Finance; Elementary Secondary Education; Enrollment Rate; High School Graduates; *Public Schools; School Districts; School District Spending; School Personnel; *School Statistics; Special Education; Student Characteristics; Vocational Education

IDENTIFIERS- *Alabama

Statistical and financial data about public schools in Alabama for the academic year ending June 30, 1989 and for the fiscal year ending September 30, 1989 are presented in a series of tables divided into four sections. Section I contains tables summarizing information on the enrollment, attendance, and personnel of local boards of education and state information and also includes data on: the source and disposition of funds handled by the Alabama State Department of Education; distribution of departmental expenditures; vocational education funds; crippled children's services; and vocational rehabilitation. Section II provides the following information on students: enrollment by grade for all students, for white students, and for non-white students; miscellaneous information (transportation, race, and sex); average daily attendance and average daily membership by grade group; percent average daily attendance by grade; number of high school graduates by race and sex; and number of dropouts by race and sex. Section III contains information on personnel, including: number of principals, number of teachers; and number of other certified personnel; average salaries of teachers and principals; number of all certified personnel and average salary by rank of certificate; number of regular program teachers and average salary by rank of certificate; and number of non-certified personnel. Section IV provides data on revenues and expenditures, including: percent of revenue by source; revenues per student; expenditures per student; revenues and other financing sources; expenditures and other fund uses; and local funds reported by principals. (SLD)

ED 327 591 UD 027 605

Berryman, Sue E.
Skills, Schools, and Signals. Institute on Education and the Economy Occasional Paper No. 2.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
PUB DATE- Jul 90
NOTE- 24p.; Paper presented at the Business Council of New York State, Inc., and the New York State AFL-CIO conference, "Schools for the Future: Agenda for Action" (White Plains, NY, May 1, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Economic Change; *Educational Assessment; *Education Work Relationship; Elementary Secondary Education; Futures (of Society); Instructional Effectiveness; *Job Skills; *Outcomes of Education; Role of Education; Skilled Occupations; Skilled Workers; *Thinking Skills
IDENTIFIERS- *Cognitive Research; Cognitive Sciences

This paper addresses the following questions: (1) What skills are needed in the U.S. economy? (2) What are citizens getting from U.S. schools? and (3) How does the United States get what is needed? The paper is divided into three sections. The first section, "The Transformation of the American Economy," examines the following data sources reflecting the skill implications of economic changes: (1) skill trends in employment by occupation; and (2) industry case studies of changes in the nature and structure of work. The second section, "Are We Getting What We Need from Our Schools?" discusses the following questions: (1) What do students need to learn? (2) Who should learn? (3) When should they learn? and (4) How should crucial thinking and work-related skills be taught? This section summarizes four broad contrasts that raise important questions about educational effectiveness for nonschool activity: (1) individual cognition in school versus shared cognition outside; (2) pure mentation in school versus tool manipulation; (3) symbol manipulation in school versus reasoning in out-of-school contexts; and (4) generalized learning in school versus situation-specific competencies outside. The third section, "How Do We Get What We Need from Our Schools?" endorses an assessment system that clearly signals performance expectations and standards. A list of 17 references is appended. (AF)

ED 327 619 UD 027 865

Munoz, Cecilia
Unfinished Business: The Immigration Reform and Control Act of 1986.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
PUB DATE- Dec 90
NOTE- 76p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship; Employer Employee Relationship; Federal Legislation; *Federal Programs; *Foreign Workers; Hispanic Americans; *Program Implementation; *Sanctions; *Undocumented Immigrants
IDENTIFIERS- *Immigration Reform and Control Act 1986

The intent of the Immigration Reform and Control Act (IRCA) of 1986 to eliminate the large exploitable subclass of undocumented immigrants living within the borders of the United States cannot be achieved through the methods chosen for its implementation. IRCA was designed to legalize the status of undocumented immigrants and to prevent more immigrants from entering the country illegally. The legalization program comprised a two-stage process for undocumented immigrants to become legal citizens. The employer sanctions program required employers to verify the documents of all new employees and established penalties for hiring undocumented workers. The first stage of legalization failed to maximize participation by eligible applicants. Many who completed the first stage of legalization may lose their legal status because of implementation problems with the second stage of the program. Furthermore, the benefits of legalization did not always apply to family members, who continue to face deportation. Efforts to educate employers about employer sanctions are yielding unimpressive results, and sanctions seem to have had little long-term effect on apprehensions at the United States-Mexican border. Labor market studies show that IRCA has had no significant effect on the job market for undocumented workers and has resulted in widespread employment discrimination against Hispanic and other Americans. The following recommendations are made: (1) complete the legalization program; (2) adopt new policies to eliminate the undocumented immigrant subclass; (3) repeal employer sanctions and develop alternatives for controlling illegal immigration that do not infringe on citizens' civil rights; and (4) reject proposals to develop any type of national identity card. Statistical data are presented in 10 graphs and 2 tables. A list of 94 endnotes is appended. (FMW)

ED 327 499 SP 032 808

Holst, Alvin W.

Leadership Development as a Result of Self-Knowledge and Self-Control. (Preliminary Draft).

PUB DATE- 17 Nov 90
NOTE- 19p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Higher Education; *Interpersonal Competence; *Leadership Training; Motivation; *Personality Traits; *Self Control; *Self Efficacy; Self Evaluation (Individuals)

Ineffectiveness in leadership (tyranny) happens because the person does not learn effective ways to satisfy deep and possibly unconscious motives. A person attempting to fulfill the obligations of a leadership position can be very effective if he/she can control his/her personal motives as a part of fulfilling the needs of the position. The person lacking in self-awareness also lacks self-control, which leads to a sense of "being out of control." An out-of-control person tends to see tyrannical practices as the acceptable means to regain control. The essence of the effectiveness of the leadership development model described in this paper is found in the process or experience of self-discovery. Through the use of objective measures of selected factors such as the ability to trust, positiveness of attitude, level of moral functioning, leadership style, brain dominance, need for power, and orientation to conflict, the individual is provided with important personal data. This body of information provides the basis for the activities which lead to growth in the identified areas of weakness. The individual's acknowledgement of these measured traits plays an important role in considering the importance of such factors as integrity, authenticity, and empowerment, as well as in avoiding addictive behaviors in the act of leadership. (Author/JD)

ED 327 531 SP 032 864

Health Curriculum Guide. Grade 7. Bulletin 1988, No. 55.

Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 145p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Communicable Diseases; Curriculum Development; *Drug Education; *Environmental Education; Grade 7; *Health Education; *Human Body; Junior High Schools; Nutrition; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: respecting my body; making responsible choices (about drugs and sex); and responding to the environment. (JD)

ED 327 576 TM 016 023

Heger, Herbert K.

Designing a Mathematics Predictor Test for the TASP (Texas Academic Skills Program) Test.

SPONS. AGENCY- Texas Education Agency, Austin.

PUB DATE- Jan 91

NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 25, 1991).

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Bound Students; *College Entrance Examinations; College Students; Higher Education; High Schools; High School Seniors; *Mathematics Tests; *Predictive Measurement; Readiness; State Programs; *Student Placement; *Test Construction; Testing Programs; Test Interpretation; Test Items

IDENTIFIERS- Test Batteries; *Texas Academic Skills Program

A battery of mathematics tests was developed to predict: (1) student success on the mathematics subtest of the Texas Academic Skills Program (TASP), basic skills tests required upon entry into public colleges or universities in Texas; and (2) student readiness for college level mathematics. The developed tests were intended to provide universities with information beyond the mere assessment of present skills given by the TASP. TASP specifications were rewritten by project staff into 63 subskills, for which a pool of 290 items was formed. The pool was reduced to 150 items, used to develop four pilot forms of the predictor tests. These tests were administered to 10 groups of high school, community college, and university students for a total of 760 usable scores. Using these scores and demographic data on the students represented, four final forms were developed--two for general use, and two for the specific purposes of the University of Texas (El Paso). Recommended cutoff scores were established for placement purposes. The test and its cutoff scores are available for institutions wishing to advise students on their chances of passing the mathematics portion of the TASP. An appendix provides details about the tests, including socre interpretation charts for high schools and colleges, as well as instructions for students on how to interpret test scores. (SLD)

ED 327 605 UD 027 829

Foody, Margaret; And Others
Developing a Plan for Multicultural Education.
Syracuse City School District, N.Y.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Blacks; Black Students; *Curriculum Development; Elementary Education; Elementary School Curriculum; *Equal Education; *Ethnic Distribution; Hispanic Americans; Middle Schools; Minority Group Children; Minority Group Teachers; *Multicultural Education; *Racial Differences; Urban Schools; White Students
IDENTIFIERS- *Syracuse City Schools NY

An analysis of student achievement and the ethnicity of students and instructional staff in the Syracuse (New York) City School District found a need to develop a multicultural curriculum that would ensure equal educational opportunity. A comparison of the scores of White, Black, and Hispanic elementary and middle school students on the IOWA Standardized Tests of reading and mathematics achievement showed the following: (1) the percentage of Black students needing remediation was more than double the percentage of White students; (2) there was a higher percentage of Hispanic students in the low range of performance than either Blacks or Whites; and (3) the percentage of White students in the high range of performance was generally four to five times larger than the percentage of Black or Hispanic students. An analysis of the ethnicity of teachers, administrators, and teaching assistants found that the racial/ethnic composition of the staff was not comparable to the racial/ethnic distribution of the students concentrated in urban schools. Recommendations for improvement are suggested in the following areas: (1) curriculum; (2) staff development; (3) staff recruitment; (4) parent and community involvement; and (5) elementary and middle school programming. Five graphs containing statistical data and a list of four references are appended. (FMW)

ED 327 515 SP 032 833

Parker, Michelle B.
Adolescent Dancing and the Mentoring of Beginning Teachers.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 90
NOTE- 24p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Conflict Resolution; Interpersonal Relationship; *Mentors; Role Models; Secondary Education; Teaching Experience; Time Management; Urban Schools

Focusing on eight instances of experienced and beginning teachers' work together in junior and senior high schools in a large urban district, this study explores the work of experienced teachers with beginning teachers, experienced teachers' perceptions of their role, and subsequent enactments. Mentors pass on to beginning teachers, through their teaching and discussions with the beginning teachers, many messages about teaching and learning in an urban context. Yet, as with the existing but often competing and conflicting rules that govern junior high dances and lead to uncertain expectations and outcomes, there are conflicting ideas about what mentoring is supposed to lead to. Most notable in the data are conflicts mentors experience in fitting role expectations with role enactment and the difficulties of criticizing beginners' teaching practices. Two conditions of the work, the limited time available to mentors and the norms governing the work, add to the conflicts. An implication of the study is that mentors could provide a model for beginning teachers by showing how their own struggles to overcome the dilemmas of their practices result in worthwhile experiences in which they study and learn about teaching over time. (JD)

ED 327 500 SP 032 809

Rose, Mary; And Others
Teacher Evaluation: Five Keys to Growth. "A Training Program for Effective Evaluation."
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 303p.; Some sections of this document are typed on colored pages. The user's guide has many pages with light, fading type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055)
DESCRIPTORS- Behavioral Objectives; *Classroom Observation Techniques; Collegiality; Elementary Secondary Education; Feedback; *Instructional Effectiveness; *Professional Development; *Teacher Evaluation; *Teacher Improvement; *Training Methods

This manual describes a training program for teacher evaluation. The purpose of the program is to provide educators who evaluate classroom instruction with the tools that result in professional growth for the teachers and improvement of classroom instruction. Joint participation by teachers and administrators is encouraged in all phases of the evaluation process. The training program has five modules. The first module reviews the research on teacher evaluation, addresses the concept of common vision, presents a model of a growth-oriented evaluation system, and provides training in conducting a planning conference. The second module informs participants of the kinds of classroom behavior that can be recorded through observation, familiarizes them with the use of common observation tools, and demonstrates the utility of teacher-made observation tools. The third module presents methods for analyzing and interpreting descriptive data and provides procedures for a mutually productive postconference leading to meaningful goal setting. The fourth module presents means of measuring instructional effectiveness: student assessment, teaching artifacts, student evaluations, and self-assessment. The fifth module includes criteria for productive goals, and ideas for motivating teachers and providing resources. The modules follow a sequential procedure and include all back-up materials. The format for each module is: module overview, training agenda, activity instruction sheets, participant handouts, and hard-copy transparencies. A separate "Teacher Education Profile (TEP) User's Guide," dated December 1989, with related and non-duplicative content, has been appended. (JD)

ED 327 532 SP 032 865

Health Curriculum Guide. Grade 8. Bulletin 1988, No. 56.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 118p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Communicable Diseases; *Consumer Education; Curriculum Development; Drug Education; *Grade 8; *Health Education; *Health Promotion; *Human Body; Hygiene; Interpersonal Relationship; Junior High Schools; Sex Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: creating a better life (healthy relationships, healthy body, preventing disease, and avoiding harmful substances); responding to life effectively (learning and using decision-making skills); and contributing to a better life for society (safety and emergency procedures, evaluating consumer health information, and effects of and solutions to pollution). (JD)

ED 327 548 TM 015 655

Berry, Donald A.

Inferential Aspects of Adaptive Allocation Rules.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; Mathematical Models; *Patients; *Research Methodology; Research Projects; Scientific Research; *Statistical Inference; Therapy
IDENTIFIERS- *Adaptive Allocation (Testing); *Clinical Trials; Variance (Statistical)

In clinical trials, adaptive allocation means that the therapies assigned to the next patient or patients depend on the results obtained thus far in the trial. Although many adaptive allocation procedures have been proposed for clinical trials, few have actually used adaptive assignment, largely because classical frequentist measures of inference are difficult or impossible to calculate when the allocation is adaptive. The general problem of making inferences in classical trials, whether randomized, adaptive, or open, is discussed; and Bayesian inference is described as being well-suited to the scientific method. Bayesian analyses of adaptive and other studies are illustrated with examples drawn from the following studies: (1) a study by R. H. Bartlett and others (1985) involving 12 patients; (2) a 39-patient study by J. H. Ware (1989); and (3) a study by D. O. Dixon and others (1989) involving 16 patients. These studies illustrate that Bayesian inference may be possible in clinical trials, but adjusting for variance is essential. Three data tables and two graphs are included. A 27-item list of references is provided. (SLD)

ED 327 562 TM 015 981

Volkan, Kevin
The CDC AIDS Survey: A Psychometric Critique.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Jun 89
NOTE- 11p.; Paper presented at the Midyear Conference of the Society for Public Health Education (Seattle, WA, June 17, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; At Risk Persons; *Attitude Measures; Beliefs; Data Collection; Elementary Secondary Education; *Factor Structure; Knowledge Level; Likert Scales; Maximum Likelihood Statistics; Prevention; Psychometrics; Research Methodology; Student Attitudes; Surveys; Test Items; *Test Reliability
IDENTIFIERS- *Item Discrimination (Tests)

The latent structure, reliability, and item discrimination of 33 items on a Centers for Disease Control (CDC) instrument representing knowledge, attitudes, and beliefs about the acquired immune deficiency syndrome (AIDS) were assessed. The study sample included 311 adolescents ranging from ages 12 to 19 years. Demographic characteristics of the sample were determined. Twenty-nine items were scored with a 3-point Likert-type format, and four items were scored with a 5-point format. An exploratory maximum likelihood factor analysis with an oblique rotation yielded an 8-factor solution. These factors, consisting of 26 items, were interpreted as: high-risk behaviors; drug use; school issues; infection transmission knowledge; infection prevention knowledge; sex practices; birth control prevention knowledge; and intrapersonal prevention knowledge. The primary factors were collapsed using a second order maximum likelihood factor analysis to yield four secondary factors for use as instrument scales: (1) drug use; (2) school issues; (3) transmission and infection knowledge; and (4) AIDS prevention knowledge. The items within each factor displayed too little homogeneity or were not present in sufficient quantity to form scales. The survey items have great potential as a standardized instrument, but extensive development work is needed before they can be used as such. Four data tables are included. (SLD)

ED 327 592 UD 027 680

Vazquez, Blanca, Ed.
Latino Film and Video Images.
City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.
PUB DATE- 90
NOTE- 124p.
LANGUAGE- English; Spanish
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Commercial Television; Film Industry; *Film Production; Hispanic Americans; Interviews; *Mass Media; *Mass Media Effects; Media Research; Modern History; *Puerto Ricans; *Stereotypes
IDENTIFIERS- *Chicanos; *Latinos

This theme issue of the "Centro Bulletin" examines media stereotypes of Latinos and presents examples of alternatives. "From Assimilation to Annihilation: Puerto Rican Images in U.S. Films" (R. Perez) traces the representation of Puerto Ricans from the early days of television to the films of the 1970s. "The Latino 'Boom' in Hollywood" (C. Fusco) examines Latino involvement, thematic treatment, and values in recent commercial films marketed for Chicanos. "From the Margin to the Center: Puerto Rican Cinema in the United States" (L. Jimenez) and "The Chicano Alternative Film Movement" (T. Ybarra Frausto) document the experiences of Puerto Rican and Chicano film makers during the 1960s and 1970s. An interview with independent filmmaker Jose Garcia Torres focuses on the politics behind the production of a public television documentary. "Not Just Black and White: AIDS Media and People of Color" (C. Saalfield and R. Navarro) reviews current films on Acquired Immune Deficiency Syndrome (AIDS). "Unofficial Stories: Documentaries by Latinas and Latin American Women" (L. Kotz) focuses on new productions that document the Latina experience. "Puerto Rico: Hacia un cine nacional" (K. Garcia), in Spanish, emphasizes recent feature-length films that reflect the national Puerto Rican culture. An interview with Diego de la Texera recounts the attempt by Sandino Films to create a national Puerto Rican cinema and discusses the problems of financing independent films. "TELEVISA, Mexico's Multi-national" (J. Sinclair) explores the relationship between a monopolistic Mexican media conglomerate and American capital. "Cultura y grupos populares en la historia viva de Puerto Rico hoy" (L. Milagros Gonzalez), in Spanish, discusses the need for the media to acknowledge the everyday sources of Latino culture. A list of 60 films and videotapes is included. (FMW)

ED 327 606 UD 027 831

Brisk, Maria Estela; And Others
The Many Voices of Education for Bilingual Students in Massachusetts.
Massachusetts State Dept. of Education, Quincy.
PUB DATE- 90
NOTE- 53p.; Attachment C presents legibility problems.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Asian Americans; Bilingual Education; *Bilingual Education Programs; Cambodians; Case Studies; Chinese Americans; Educational Legislation; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Japanese Americans; *Minority Groups; *State Legislation; State Programs; *Teacher Characteristics; Transitional Programs; Vietnamese People
IDENTIFIERS- *Massachusetts; *Transitional Bilingual Education Programs

Massachusetts passed the first state legislation mandating bilingual education in 1971, the Transitional Bilingual Education Bill (TBE). This publication contains five case studies that demonstrate how teachers and schools have responded to the needs of their minority group students. The first case study, "Bilingual Education in a Bilingual Community," describes a Spanish/English program that incorporates the parents' goal of a bilingual program in the context of quality education. The second study, "One Full Curriculum Shared by Two Languages," describes a joint effort by an English-speaking teacher and a Cambodian teacher to provide a well-rounded program for Cambodian students, despite a lack of materials and Cambodian-speaking personnel. Study 3, "Schooling a Transient Population of Japanese," describes an effective bilingual program for small numbers of students at each grade level, and study 4, "An Introduction to English Language and Culture Through Technology," describes a high school English-as-a-Second-Language class that uses word processing to teach literacy to Vietnamese students. Finally, the fifth case study, "Good Bilingual Education Is Good Education: The Case of a Kindergarten Teacher," describes a kindergarten Cantonese bilingual classroom based on high expectations and research-based teaching strategies. The report concludes by discussing the impact and flexibility of TBE and the observed characteristics of the teachers involved in the program. Typically, these teachers: (1) have a strong sense of commitment and advocacy; (2) do work that goes beyond teaching; (3) care a great deal about their students; (4) have a good understanding of students' backgrounds; (5) have high expectations; and (6) teach in a way that focuses on learning first, and on learning language second. A 21-item bibliography is appended. (FMW)

ED 327 620 UD 027 874

Damico, Sandra Bowman; And Others

The Route to Graduation: Perceptions of General Curriculum Students. Final Report.

Florida Univ., Gainesville.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Policy Research and Improvement.

PUB DATE- 90

NOTE- 141p.; Funded by the Florida Institute of Government.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- Attendance; *Discipline; Dropout Prevention; *Educational Environment; High Schools; High School Students; Interviews; *Pupil Personnel Services; *School Holding Power; Secondary Education; *Secondary School Curriculum; State Surveys; *Student Attitudes

IDENTIFIERS- *Florida

This study reports students' perceptions of their school's curriculum, support services, attendance policies, and social-learning climate. The study analyzed the interview responses of a sample of 236 students, administrators, teachers, and counselors at 6 Florida high schools representing a range of graduation rates. The following general findings are reported: (1) students give equal emphasis to academic and social engagement as the factors influencing academic persistence; (2) schools varied in their orientation to students; and (3) overcrowding had a negative effect on all problems. Key findings include the following: (1) students do not distinguish between the subject matter of their courses and the instructional strategy by which it was delivered; (2) students prefer teachers who use a variety of instructional strategies; (3) many students do not make use of support services; (4) all groups agreed that student services left general curriculum students to fend for themselves; (5) schools in high-graduation districts publicize students' individual achievements; (6) all students desire both order and equal enforcement of conduct codes; (7) crowded halls, limited opportunities for social interaction, irrelevant course content, and teacher indifference are cited as the common reasons for tardiness and cutting classes; (8) principals in the high-graduation schools communicate the school's mission publicly and repeatedly; (9) schools that were clean and displayed positively worded signs had higher graduation rates than those that were dirty and displayed negatively worded signs; and (10) all schools have been slow to respond to increasing student diversity.

references, a table of statistical data, and an explanation of

references, a table of statistical data, and an explanation of coding categories are appended. (FMW)

ED 327 516 SP 032 837

Alabama Course of Study: Health Education. Bulletin 1988, No. 25.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 242p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom Situations) (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Curriculum; Dental Health; Disease Control; Drug Abuse; Elementary Secondary Education; Environmental Education; Family Health; *Health Education; Mental Health; Nutrition; *Program Content; Public Health; Safety; State Curriculum Guides
IDENTIFIERS- Alabama

This comprehensive school health education program offers a planned sequential curriculum for grades K-12 based on student needs, current and emerging health concepts, and social issues. It integrates the physical, mental, emotional, and social dimensions of health. The 10 areas covered are: (1) consumer health; (2) dental health; (3) disease control; (4) environmental and community health; (5) family health; (6) mental health; (7) nutrition; (8) personal health and physical fitness; (9) safety and emergency care; and (10) substance abuse. Specific programs and goals, effective management systems, and evaluation procedures are presented for all grade levels. For each item at each grade level the instructional objectives are listed along with the course content and skills to be achieved. The appendices contain information on: health education for the special education student; career education in the health education program; instruction in ethics, moral values, and citizenship in health education; time requirements for subject areas; and study habits, homework, and student responsibilities. (JD)

ED 327 577 TM 016 024

Arnold, David W.
Legal Issues in Integrity Testing.
PUB DATE- Aug 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; *Integrity; *Legal Problems; *Occupational Tests; Personnel Selection; Privacy; *Psychological Testing; State Courts; State Legislation; Test Bias; Testing Problems; *Test Use; Test Validity; Torts

Legal issues at the state and constitutional levels and associated misconceptions related to written preemployment integrity tests are addressed. Common misconceptions include the beliefs that: (1) such tests fall within the purview of state antipolygraph statutes; (2) unfair discrimination doctrines are violated by integrity testing; and (3) integrity tests constitute an invasion of individual privacy. Although there are legal and legislative reasons for exercising caution when using preemployment integrity tests, there are also countervailing trends that indicate that such tests should be used more extensively. One of these trends is the expansion of the doctrine of negligent hiring; at least 39 states recognize some form of this common law tort. Relevant to psychological testing, plaintiffs have alleged that an employer should have been aware of the characteristics of an employee causing harm. Although no court has specifically stated that psychological testing is necessary to discharge an employer's duty, in many cases such testing would be probative in ascertaining whether an employer has fulfilled his or her duty. Cases illustrating misconceptions about integrity testing and the probative use of integrity testing are provided. (TJH)

ED 327 533   SP 032 866

Health Curriculum Guide. High School Course One-Half Unit.
Bulletin 1988, No. 57.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 235p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Communicable Diseases; Curriculum Development; Drug Education; *Environmental Education; Family Relationship; *Health Education; *Health Promotion; *Interpersonal Relationship; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. Topics covered are: I am responsible for my body (wellness, disease, teenage problems); I am responsible for my relationships (personal, family, and social); and I am responsible for my environment (accident prevention, emergency care, medical care, advertising and health products, health legislation and the community, and the environment). (JD)

ED 327 549 TM 015 818

Facione, Peter A.

The California Critical Thinking Skills Test--College Level. Technical Report #1. Experimental Validation and Content Validity.

PUB DATE- 90

NOTE- 21p.; For technical reports 2 and 3, see TM 025 819 and TM 015 962.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Cognitive Tests; College Faculty; *College Students; *Content Validity; Course Evaluation; *Critical Thinking; Higher Education; Instructional Effectiveness; Pretests Posttests; Regression (Statistics); *Skill Development; *Test Validity; Theory Practice Relationship; Thinking Skills

IDENTIFIERS- *California Critical Thinking Skills Test (College); California State University Fullerton; Validation Verification and Testing Techniques

Four experiments were conducted to determine if the California Critical Thinking Skills Test--College Level (CCTST) measured the growth in critical thinking (CT) skills achieved by college students completing approved CT courses. The experiments, conducted at California State University (Fullerton) involved 1,169 college students in 5 courses with 20 instructors. The theoretical construct for the CCTST is the consensus conceptualization of CT reached by a panel of 46 experts participating in a Delphi research project of the American Philosophical Association during 1987-89. Experiment 1, comparing pretest and posttest scores of students enrolled in CT courses, demonstrated significant growth in CT scores. As a control, the second experiment related CCTST scores of two independent groups enrolled in introduction to psychology courses. The null hypothesis was retained. In the third experiment, using paired pretest/posttest scores, the CCTST measured the growth in CT skills assumed to have occurred as a result of one semester of approved CT instruction. The fourth experiment retained the null hypothesis for the control group using paired pretest/posttest scores. Data are summarized in one table. (SLD)

ED 327 563 TM 015 982

Sanders, Cheryl E.; Phye, Gary D.

On-Line and Memory-Based Problem Solving: A Comparison of Transfer Effects.

PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Comparative Analysis; Feedback; Higher Education; *Memory; *Problem Solving; *Schemata (Cognition); *Transfer of Training; *Undergraduate Students
IDENTIFIERS- *Analogies

Two studies examined the effects of on-line processing and memory-based processing on the transfer of analogy problem-solving strategies. Male and female college students (N=189) were randomly assigned to one of three experimental groups and a control group. Each experimental condition involved a different type of training strategy (advice, feedback, or advice and feedback) for solving analogies. The training trials were administered in order to establish problem solving schemata during practice. The control group received no training. Following the training trials, a common transfer task was administered to determine whether general and/or specific problem-solving schema were used as the basis for transfer. The first study included a transfer task administered immediately after training (on-line transfer), while the second study involved a 7-day interval between the training and transfer tasks (memory-based transfer). Results indicate that transfer was superior in the experimental groups of both studies. In addition, on-line processing and memory-based processing produced similar transfer effects. Consequently, the findings support the interpretation that the problem-solving schema established during training was utilized for the transfer task. Three tables and one figure are included. (Author/TJH)

ED 327 501 SP 032 810

Murray, David R.
Secondary Level Teacher Preparation for Mid-Career Change Students: Five Years of Performance.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Research/Technical (143)
DESCRIPTORS- *Alternative Teacher Certification; *Career Change; Comparative Analysis; Higher Education; Program Development; Secondary Education; Special Degree Programs; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Recruitment
IDENTIFIERS- Siena College NY

Creating alternative opportunities for mid- and late-career change teacher education candidates has been a controversial issue in teacher education for a number of years. Many professional teacher organizations and teacher education societies have resisted or discouraged the development of programs which opened their doors to professionals in areas other than education who wished to enter teacher education. This 5-year review of an intensive teacher-training program at Siena College (New York) compared traditional-age teacher education candidates with mid- or late-career change candidates on a variety of variables. No significant differences were found in the performance of either group. It should be noted that mid-career change candidates had, for the most part, previously taken upper-level courses in their respective content areas and held a degree in a liberal arts field prior to entering the program. These candidates also reflected a higher maturity level and brought practical experience into the classroom. The findings of this study indicate that mid-career change teacher education candidates can perform as well as traditional teacher education candidates and, therefore, should be considered a viable and meaningful population to serve as teachers in the schools. (Author/JD)

ED 327 517 SP 032 844

Frame, Stanley M.

The Effect of Employment Location on Perceptions of Teaching Competencies among First Year Teachers.

PUB DATE- Mar 90

NOTE- 8p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Followup Studies; *Geographic Location; Graduate Surveys; Higher Education; Instructional Effectiveness; Planning; Program Evaluation; *Teacher Attitudes; Teacher Education Programs; Teacher Effectiveness; *Teacher Employment; *Teaching Skills

Thoughtful follow-up studies of teacher education program graduates can be used effectively. In the study reported here, survey data were collected from recent graduates (N=151) of a small, independent, church-related liberal arts college. The students were participating in their first year of teaching in one of four geographic regions (Idaho, California, Oregon, and Washington). The questionnaire asked for perceptions of teacher competencies: in communication skills; ability to understand diverse students; abilities in lesson planning, preparation, presentation, and evaluation; classroom management; and other skills and abilities expected of beginning teachers. The independent variable was the geographic location of the respondent. Findings indicated that the teachers were generally quite positive about their training. Competencies in planning were rated highest, followed by communication/empathy, instructional effectiveness, and behavior/records management. ANOVA calculations indicated that the region of employment had a statistically significant effect on perceptions of competencies in behavior/records management and communications/empathy. Next steps in the study and recommendations for other institutions are presented. (JD)

ED 327 578 TM 016 025

Dye, David A.

Construct Validity of the Individual Achievement Record: Phase I--Development of a Confirmatory Factor Model.

Office of Personnel Management, Washington, D.C.
PUB DATE- Aug 90
NOTE- 29p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Biographical Inventories; *Construct Validity; Educational Background; Factor Structure; Goodness of Fit; Job Performance; *Multiple Choice Tests; *Occupational Tests; Predictive Validity; *Psychological Testing; *Test Validity
IDENTIFIERS- Confirmatory Factor Analysis; *Individual Achievement Record

The construct validity of biographical items in the Individual Achievement Record (IAR) was assessed in an attempt to develop a confirmatory factor model. This first phase of a two-phase study focused on the IAR's use as a predictor of job performance. The IAR is an empirically keyed biodata inventory containing 112 multiple-choice items. Item content deals with educational background, work-related skills and abilities, and achievements in interpersonal endeavors. All items: deal with an event under the individual's control; have an apparent relevance to job performance; are verifiable; avoid invasion of the individual's privacy; and avoid stereotypes associated with race, sex, or national origin. An exploratory factor analysis was performed on 6,300 job incumbents. The analysis identified four factors: work competency, scholastic achievement, academic achievement, and leadership skills. Composites consisting of individual IAR items were used as observed indicators of the factors. Twelve composites, three per factor, were formed using 63 items. A specification search was conducted using four models to improve fit and meaning. The fit of one model was cross validated using a sample of 1,600 additional job incumbents. Results indicate that the derived model portrays the underlying content of the IAR model well. Phase II will compare factors and other measurement domains. A 54-item list of references, 7 tables, and 2 figures are included. (TJH)

ED 327 593 UD 027 714

Casebook of Activities for At-Risk Youth in Occupational Education.
New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE- Sep 89
NOTE- 250p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Education; *Career Exploration; Cooperative Education; *Dropout Prevention; Dropout Programs; Educational Strategies; Elementary Secondary Education; *High Risk Students; Program Descriptions; *School Community Programs; School Districts; *Vocational Education; Work Experience Programs
IDENTIFIERS- *New York

This casebook has been compiled in response to the expressed need of administrators, counselors, and teachers of occupational education in New York State to share knowledge about programs and initiatives that are successful in helping at-risk students remain in school and graduate with sound occupational skills. Each initiative described in this casebook identifies a contact person who is available for information and materials, to arrange cases-visitations, and to provide other assistance as needed. The programs described include advocacy services, alternative education, counseling services, GED preparation programs, pregnant and parenting teen programs, recreational programs, remedial education, student support services, tutorial programs, and work experience programs. The casebook is divided into the following sections: (1) listing of program initiatives; (2) listing of technique/strategy initiatives; (3) listing of program component initiatives; (4) listing of other initiatives; (5) initiatives categorized by age group; (6) listing of initiatives by name of BOCES; and (7) listing of initiatives by school district. The casebook provides an alphabetic index by program. (AF)

ED 327 607 UD 027 832

The Condition of Transitional Bilingual Education Programs. Annual Report FY89.
Massachusetts State Dept. of Education, Quincy.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; English (Second Language); *Enrollment Trends; *Language Enrollment; Limited English Speaking; Program Evaluation; *School Holding Power; State Programs; State Surveys; *Teacher Student Ratio; Transitional Programs
IDENTIFIERS- *Massachusetts; *Transitional Bilingual Education Programs

This report examines the status of Transitional Bilingual Education (TBE) programs in Massachusetts in 1989. Forty-seven of the 50 school districts operating TBE programs responded to a request for statistical data concerning the following major program areas: (1) student enrollment; (2) former TBE students; (3) TBE students who dropped out; (4) post-graduation plans; (5) years of participation; and (6) staffing and teaching preparation. The following conclusions are reported: (1) the number of Limited-English-Proficient (LEP) students enrolled in TBE programs has increased by 28.6 percent over a 2-year period; (2) the language groups enrolled in TBE that have increased most significantly are Laotian, Vietnamese, Cape Verdean, Chinese, Spanish, and Khmer; (3) the number of bilingual teachers for these language groups has increased, with the exception of Cape Verdean; (4) districts must improve teacher recruitment in those language areas where the TBE student-bilingual teacher ratio is higher than 25:1; (5) LEP student participation rates have remained stable over the past two years; (6) about 50 percent of the seniors enrolled in TBE planned to continue their education after graduation, one-fifth planned to work, and 2 percent planned to enter the military; and (7) the retention rate for students who participated in TBE over a longer period of time is dramatically higher than that for students who participated for only 1 or 2 years. Statistical data are presented in 10 tables and 9 graphs. A list of school districts providing bilingual education programs is appended. (FMW)

ED 327 621 UD 027 875

California Partnership Academies Handbook: A Guide to Success.
Stanford Mid-Peninsula Urban Coalition, Palo Alto, CA.
SPONS. AGENCY- Hewlett-Packard Co. Foundation, Palo Alto, CA.
PUB DATE- 90
NOTE- 32p.; For a related document, see ED 318 826. Funding also provided by the David and Lucile Packard Foundation.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cooperative Programs; *Dropout Prevention; Dropout Programs; *High Risk Students; High Schools; *Job Training; Program Descriptions; *School Business Relationship; State Programs; *Work Experience Programs
IDENTIFIERS- *California; *Partnerships

A California Partnership Academy is a voluntary school-within-a-school program for at-risk high school students. The program is based on a partnership between a school district, local employers, and the California Department of Education. The following special features are outlined: (1) close partnership between the school and employers; (2) block scheduling; (3) team teaching; (4) small classes; (5) orientation towards a fully credited diploma; (6) development of vocational skills needed by local employers; (7) voluntary participation; (8) parental permission; (9) mentoring; (10) summer jobs following grade 11; (11) work experience during the last half of grade 12; and (12) motivational activities. The roles of the following participants are explained: (1) the superintendent; (2) the district administrative liaison; (3) the industry liaison; (4) the principal; (5) the lead teacher; and (6) teachers. Academies use block scheduling, emphasize coordination and teamwork among the teachers, and rely on an advisory committee to set and review policies and procedures. Operation requires a substantial deviation from normal school operations and must have strong support from the school administration, parents, and the private sector. The following special problems are discussed: (1) dealing with the broad range of student skills; (2) preventing a negative image; (3) preventing negative attitudes among nonacademy teachers; (4) students entering the program with few credits; (5) limited administrative staff; and (6) limited information about technical curricula. The school district and the business community must match state funds to finance the program. A time-line for the start of a new academy, figures illustrating the student selection process and the procedure for handling problem students, the mentor questionnaire, and a 3-year financial estimate are included. (FMW)

ED 327 534 SP 032 867

Health Curriculum Guide. Grade 5. Bulletin 1988, No. 53.
Alabama State Dept. of Education, Montgomery.
PUB DATE- 88
NOTE- 102p.; For related documents, see SP 032 858-866; for Alabama Health Education Course of Study, see SP 032 837.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Development; Drug Education; Environmental Education; *Grade 5; Habit Formation; *Health Education; *Human Body; Intermediate Grades; Interpersonal Competence; *Nutrition; *Preadolescents; Sex Education; State Curriculum Guides; Teaching Guides
IDENTIFIERS- Alabama

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: approaching adolescent changes (body systems, body changes, health habits, diet and weight); overcoming hazards (environmental dangers and drugs); and enhancing my life (decision making, health practices, interpersonal relations, and health care consumerism). (JD)

ED 327 550 TM 015 819

Facione, Peter A.
The California Critical Thinking Skills Test--College Level. Technical Report #2. Factors Predictive of CT Skills.
PUB DATE- 90
NOTE- 23p.; For technical reports 1 and 3, see TM 015 818 and TM 015 962.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- *Cognitive Tests; *College Students; Course Evaluation; *Critical Thinking; English; Higher Education; Instructional Effectiveness; Native Speakers; *Predictor Variables; Pretests Posttests; Reading Achievement; Regression (Statistics); *Skill Development; *Student Characteristics; Teacher Influence; Thinking Skills
IDENTIFIERS- *California Critical Thinking Skills Test (College); California State University Fullerton; Nonnative Speakers; Scholastic Aptitude Test

Correlations between the California Critical Thinking Skills Test--College Level (CCTST) and student-related factors regarded as indicators of academic ability and success were studied in a series of four experiments investigating whether the CCTST measures improvement in critical thinking (CT) skills. During 1989-90, data were collected on 1,196 college students at California State University (Fullerton), some of whom were enrolled in courses specifically designed to improve CT skills. Instructor-related factors were also evaluated for their impact on CT skill development. Regression models were developed for predicting CCTST results. Relationships between reading ability and native English language ability and the CCTST were also examined. CT skills could be predicted by a combination of verbal Scholastic Aptitude Test (SAT) score, mathematics SAT score, and grade point average. CCTST results correlated positively with reading test scores for vocabulary, comprehension, and total score. Non-native English speakers showed virtually no gains in CT skills from pretest to posttest. Only instructor years of teaching experience and recent experience teaching CT skills were related to CCTST results. No evidence was found to suggest that improvement in CT skills is a natural outgrowth of baccalaureate education; skills improvement did result from courses targeting such skills. Twelve tables provide study data. (SLD)

ED 327 564   TM 015 994

Coley, Richard J., Ed.
Community Colleges and Transfer. ETS Policy Notes. News from the ETS Policy Information Center.
Educational Testing Service, Princeton, NJ. Policy Information Center.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Community Colleges; Free Choice Transfer Programs; Higher Education; Research Projects; School Choice; *School Role; Transfer Policy; *Transfer Students; Two Year Colleges; Two Year College Students

The role of community colleges (including technical and junior colleges) and the transfer of students to 4-year institutions are discussed. This issue presents three articles. The first article, "Democracy's Colleges," suggests that community colleges are the most successful institutional innovation in 20th century American higher education. In 1989, community colleges served about 43% of all students in higher education, many of whom might not be eligible for typical 4-year institutions. For many students, community colleges are an avenue to 4-year colleges. The second article, "The Ford Foundation--ETS Transfer Project," describes an Educational Testing Service (ETS) program supported by the Ford Foundation to monitor the transfers of students from five community colleges into four-year institutions. The diversity of the colleges and the transient nature of their student bodies made research difficult, and it is concluded that more information is necessary to help colleges assist students in transferring. The third article, "Four Transfer Projects," summarizes the research reports for four of the five colleges in the ETS-Ford Foundation study: (1) Houston Community College; (2) Los Angeles Mission College; (3) San Diego City College; and (4) Lawson State Community College. Four graphs are included. (SLD)

ED 327 502 SP 032 811

Davis, Fran; And Others
A Practical Assessment of Feminist Pedagogy. A Research Report.
PUB DATE- Jun 89
NOTE- 190p.; Appendixes may not reproduce clearly because of broken type.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Classroom Environment; *Cognitive Style; College Students; Cooperative Learning; *Females; *Feminism; Higher Education; Interpersonal Relationship; Self Esteem; *Sex Differences; Social Behavior; *Teaching Methods
IDENTIFIERS- *Feminist Pedagogy; Quebec

Feminist pedagogy is characterized by a sustained effort to acknowledge the dialectical relationship between the learner and that which is to be learned. In a feminist classroom the teacher insists upon the integration of personal experience and affective response with subject matter, discourages students from being passive recipients of knowledge, and works to create a learner-centered and learner-active environment. The hypothesis of this research project was that one semester of exposure to feminist pedagogical practices could improve, in a quantitatively demonstrable way, the self-esteem of female students, their interest in and liking for the subject matter, and their willingness to continue in higher education. The participants were 20 postsecondary teachers and students of sociology, physics, French and English language and literature, computer science, and early childhood education. The overall objectives of the feminist pedagogy was to empower the students as active participants in the learning process, to incorporate a learning method more comfortable for female students, and to help students integrate learned materials into their own thought processes. The pedagogical practices included self-disclosure (interviews and journals), peer support partnerships, writing-to-learn strategies, and collaborative course units. Although the hypothesis of the study was not proven, qualitative data in the form of interviews with the participating teachers and analysis of their records of pedagogical intervention in the experimental classes strongly suggest that there were improvements in a number of areas which bear upon the original hypothesis. Appendixes include letters, tests, and explanations of qualitative measures used in the project. (JD)

ED 327 518 SP 032 845

Schumacher, Sally; Cauley, Kathleen
Data-Based Teacher Education Evaluation: Toward an Indicator System of Program Quality.
Virginia Commonwealth Univ., Richmond. School of Education.
PUB DATE- 90
NOTE- 145p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Databases; Delivery Systems; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Higher Education; *Institutional Mission; *Organizational Objectives; Outcomes of Education; *Program Effectiveness; Program Evaluation; Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- *Virginia Commonwealth University

This case study identifies valid indicators of teacher education program quality selected from: (1) 15 interviews of purposefully sampled faculty members and all administrators of a teacher education program at an urban university, obtained with a 12-page interview guide and 5 written prompts; and (2) an analysis of scales of self-efficacy, teaching orientations, educational beliefs, and career plans. The purpose of the study was to assess program impact on a matched sample of 227 entering and graduating teacher candidates from a 5-year data bank (1984-89). The indicators focus on the commonalities across 5-year programs in early, middle, secondary, and special education and 4-year programs in physical, art, music, and theater education. Indicators of program quality assess the acquisition of a liberal education, pedagogical knowledge, development of pedagogical reasoning, and other valued outcomes (self-efficacy, conception of teaching, professional beliefs, multicultural sensitivity, and teaching commitment). Measures include five program-developed instruments, three nationally developed standardized tests, and one state-developed observational instrument. Instruments include standardized paper and pencil tests, self-report measures, and both high- and low-inference classroom observational ratings. The goals of the project are to identify the underlying conceptions of teaching embedded in the teacher education program, to determine valid indicators of program quality, and to design a comprehensive teacher education data-based plan which contains these conceptions and indicators. Appendixes comprise the greater part of the document. An analysis of interviews, the interview guide and prompts, an analysis of the surveys, and a description of the measures used for indicators of teacher education program quality are appended. (Author/JD)

ED 327 579   TM 016 029

Walbaum, Sharlene D.
Notetaking, Verbal Aptitude, & Listening Span: Factors Involved in Learning from Lectures.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; *College Students; Cues; Encoding (Psychology); Higher Education; *Learning Processes; *Lecture Method; *Listening Skills; Memory; *Notetaking; Recall (Psychology); *Verbal Ability; Verbal Tests
IDENTIFIERS- *Scholastic Aptitude Test

Three variables (verbal aptitude, listening ability, and notetaking) that may mediate how much college students learn from a lecture were studied. Verbal aptitude was operationalized as a Verbal Scholastic Aptitude Test (VSAT) score. Listening ability was measured as the score on an auditory short-term memory task, using the serial running memory span task. Notetaking was judged by the length of notes students took during a lecture. Initial subjects were 498 students from the psychology department's subject pool at the University of California (Davis). The span task identified subjects with extremely good or very poor recall, resulting in samples of 51 students with low recall and 53 students with high recall. Learning was assessed using multiple-choice and short-answer examinations. The results provide support for the "encoding" function of notetaking, but only for some individuals. When few notes were taken, the short-answer performance of the high VSAT subjects was very similar to that of other subjects. With brief note lengths, the multiple-choice scores of the middle VSAT subjects were indistinguishable from those of the high VSAT subjects. With longer notes, the performance of these two groups in these test contexts was enhanced. High VSAT subjects performed better on short-answer items if they took medium length notes. Middle VSAT subjects benefited from longer notes when tested via a multiple-choice format, and middle VSAT subjects performed better on short-answer items if they took medium-length, as opposed to brief, notes. In contrast, the low VSAT subjects' scores were uniformly low, regardless of the amount of notes taken. These findings support an individualized approach to understanding notetaking functions. Two tables and three graphs provide study data. A 36-item list of references is included. (SLD)

ED 327 594 UD 027 752

The Male Role in Teenage Pregnancy and Parenting: New Directions for Public Policy.

Vera Inst. of Justice, New York, N.Y.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 90

NOTE- 67p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the ART Materials (070) Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Adolescents; *At Risk Persons; *Child Rearing; Child Support; *Early Parenthood; Fathers; Intervention; *Males; *Parent Role; Poverty; Pregnancy; Prevention; Public Policy; Youth Programs

IDENTIFIERS- *Empowerment

Early, unplanned childbearing is often harmful for young fathers as well as for young mothers, their children, and society. The development of policies and programs for males who are at risk of becoming or who have already become fathers to children of teenage mothers should recognize and address the needs of young males as well as those of women, children, and taxpayers. This report suggests the following criteria for the continuing development of these policies and programs: (1) they should be concerned with the economic empowerment of the disadvantaged; (2) they should be developmentally appropriate in their services and demands; and (3) they should show explicit concern for issues of sex equity. The report recommends that these criteria be applied in the following three areas: (1) prevention of unwanted pregnancies; (2) child support; and (3) services for young fathers. Research and interventions are summarized for each area. Strategies discussed include the following: (1) promoting easy access to contraception; (2) addressing needs for education, training, and employment; and (3) developing curricula and staff training methods explicitly to help young fathers participate in various aspects of child rearing and share responsibility for planning and raising families. Statistical data in five tables are included. Endnotes and an 80-item reference list are appended. (AF)

ED 327 608 UD 027 833

Donaldson, William S.
Summer Academic Skills Enhancement Program 1990.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- 90
NOTE- 46p.; The Summer Academic Skills Achievement Program is funded by the Private Industry Council of Franklin County through the Job Training Partnership Act.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; Black Students; Federal Programs; High Schools; *Job Training; Pretests Posttests; Program Evaluation; *Remedial Reading; *Student Recruitment; Summer Programs; Urban Programs; White Students
IDENTIFIERS- *Job Training Partnership Act 1982; *Ohio (Columbus)

The 1990 Summer Academic Skills Achievement Program in Columbus (Ohio) provided 160 hours of instruction in reading comprehension and language mechanics skills needed for entry-level employment to 123 Job Training Partnership Act (JTPA) clients. The program used a "whole language" approach to grammar and composition instruction and also included instruction in preemployment skills. Five evaluation criteria were developed based on student pre- and post-program performance on the Comprehensive Test of Basic Skills (CBTS) and on class attendance. The program failed to meet four of the five objectives. Results indicate that: (1) clients who attended 75 percent of the program failed to demonstrate a gain of at least one grade equivalent from pretest to posttest; (2) clients who attended 75 percent of the program did not improve objective-level mastery by 30 percent from pretest to posttest; (3) 80 percent of the clients who attended 75 percent of the program failed to score 70 percent or higher on the posttest; and (4) 90 percent of the clients who entered the program did not attend at least 75 percent of the program. Clients who attended 75 percent of the program did appear to show greater improvement from pretest to posttest, satisfying the fifth objective, but lack of posttest data prevented statistical analysis. Recommendations for improvement include improving the retention of black male clients and recruiting more non-minority clients. Thirty-one tables of statistical data are appended. (FMW)

Catterall, James S.
Dropping Out of School in the North Central Region of the United States: Costs and Consequences. Success for Students at Risk.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 25p.; One is a Series of Reports on Students at Risk.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) N
DESCRIPTORS- Cost Effectiveness; Crime; *Dropouts; *Economic Impact; High Schools; *Income; *Outcomes of Education; Policy Formation; Poverty; Unemployment; *Welfare Services

This study examines the individual and social costs associated with dropping out of high school in the North Central Region of the United States. Dropouts incur personal costs in the form of reduced earnings, higher chances of being unemployed, and higher likelihood of involvement with crime. Social costs appear in the form of lower total productivity of the labor force, lower tax collections, and higher needs for public services such as welfare, health, and employment services. Statistical data were analyzed from the 1980 U.S. Census and national dropout research. The following findings are reported: (1) graduates show higher earnings than dropouts; (2) dropouts show higher unemployment rates than graduates; (3) dropouts are three times more likely than graduates to live in poverty; (4) dropouts are overrepresented in the populations served by public services; (5) dropouts report higher public assistance subsidies than do graduates; and (6) a higher proportion of dropouts than graduates reported serious trouble with the law. The paper concludes that enough is known about the individual and social costs of dropping out of school to justify additional public attention to the problem. Statistical data are presented in nine tables. (FMW)

ED 327 535 SP 032 868

Runyan, Charles Kent

No More Isolated Cinderellas at the Swimming Hole: A Call for Needs-Based Developmental Induction.

PUB DATE- Nov 90
NOTE- 18p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *Developmental Programs; Elementary Secondary Education; Emotional Adjustment; Helping Relationship; *Institutional Characteristics; *Needs Assessment; Professional Development; *Program Effectiveness; Self Efficacy

A needs-based developmental induction program for beginning teachers should concentrate not only on orientation and development of individual strengths, but also on the situational/contextual personal and professional concerns of first-year teachers. The successful program tries to identify and meet the instructional and noninstructional individual needs of beginning teachers and to develop their personal strengths. Such a program must recognize that the concerns of a first-year teacher are not always specifically associated with actual instruction and usually involve nonteaching duties, administrative details, human relation skills, and job perception difficulties. To help fashion a needs-based developmental model a number of decisions must be made to fit the characteristics of the school system. The size, geographical restrictions, and financial resources of the school system will influence the scope of the components. To serve as a possible guideline, a continuum of decision areas that should be considered is presented, as well as a list of the goals and critical components of this type of induction program. A 3-page chart detailing the elements of local needs-based induction decisions is included. (JD)

ED 327 551 TM 015 846

Cole, Mary Catherine; Williams, Carolyn C.

Parental Involvement Programs: The Perception of Teachers and Parents toward Reading Success.

PUB DATE- Mar 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (19th, New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrators; *Attitude Measures; *Elementary School Teachers; Elementary Secondary Education; Parent Attitudes; *Parent Participation; Parents; *Questionnaires; Reading Achievement; *Reading Attitudes; Reading Programs; Secondary School Teachers; State Surveys; *Teacher Attitudes
IDENTIFIERS- *Mississippi; Parent Surveys; Teacher Surveys

The perceptions of Mississippi parents and teachers about reading success were studied through surveys about reading programs that emphasize parental involvement. The 19-item Parent Survey Questionnaire (PSQ), which was developed for the study, was administered to 44 parents; it asked them to describe their attitudes toward reading and the types of reading activities they did at home with their children. The Teacher Survey Questionnaire (TSQ), answered by 81 participants of whom 86% were elementary school teachers, 5% were secondary school teachers, and 9% were administrators), asked teachers about the importance of parental involvement and the presence of parental involvement programs in their schools. The majority (59%) of the elementary school teachers had such reading programs in their schools. The parents' survey indicated that all subjects recognized the importance of reading activities for their children. Teachers agreed that parental involvement programs improved a child's reading performance. Recommendations to improve such programs are made based on survey results. The TSQ and PSQ are presented, and results for the PSQ are listed. A 23-item list of references is included. (SLD)

ED 327 565   TM 015 995

DeStefano, Lizanne; Wagner, Mary

Outcome Assessment in Special Education: Lessons Learned.

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.; SRI International, Menlo Park, Calif.
PUB DATE- 91
NOTE- 69p.; Photoreduced print in figure 5 will not reproduce legibly.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Data Analysis; Data Collection; *Educational Assessment; Elementary Secondary Education; Needs Assessment; *Outcomes of Education; Program Evaluation; *Research Methodology; Sampling; *Special Education
IDENTIFIERS- *National Long Transition Study Spec Students

The use of outcome assessment in special education is reviewed. Outcome assessments differ widely in design, measures, and data collection, but they share a common focus on outcomes as individual achievements, statuses, or behaviors. Assessments of special education outcomes often have an evaluative purpose in reflecting how well the special education system in general is performing. The assessment process consists of the following sequence of key activities: (1) identifying key issues and information needs; (2) developing a conceptual framework to guide the assessment; (3) specifying the nature of comparisons to be made; (4) designing and selecting a sample; (5) selecting and operationalizing outcome measures; (6) choosing independent variables to illustrate outcome variations; (7) selecting data sources and collection methods; (8) choosing appropriate analysis methods; and (9) communicating findings to encourage their use in policy making and program planning. Each of these activities is described in detail, and examples are drawn from various projects, with emphasis on the National Longitudinal Transition Study of Special Education students, a study of over 8,000 special education students aged 13 to 21 years. Five tables and six figures illustrate the discussion. A 60-item list of references is included. (SLD)

ED 327 503 SP 032 812

TITLE Mentorship Is Networking. A Guide to Program Planning.

Minnesota State Dept. of Education, St. Paul. Instructional Design
  Section.

PUB DATE- Oct 89

NOTE- 39p.; For a related document, see SP 032 813.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
  Other/Miscellaneous (Not Classifiable Elsewhere) (999)
  Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
  (For Administrative and Support Staff, and for Teachers, Parents,
  Clergy, etc. in Non-Classroom Situations) (055) Reports -
  Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers;
  *Demonstration Programs; Elementary Secondary Education; *Mentors;
  Networks; *Program Development; Socialization; *State Aid

The Teacher Assistance Through Mentorship Program currently being implemented in Minnesota schools provides grant funding to 11 districts/coalitions willing to explore a variety of mentoring models. Legislative initiatives for expanding the program include grant funding, regional/statewide training, and technical services. This publication is designed to provide awareness of program benefits and examples of variations in approaches to mentoring. A description is given of the variety of options open to mentorship programs. These include such considerations as organizational structure, mentor/mentee assignments and selection, released time, mentoring activities, financial arrangements for mentor, staff development opportunities, and program evaluation. The 11 model demonstration sites are described under the following headings: site description, program features, leadership, mentor selection, mentor training, mentee selection, workshops and seminars, mentoring activities, cooperating institutions, resources for dissemination, and contact person. (JD)

ED 327 519 SP 032 848

O'Loughlin, Michael
Self-Reflexive Pedagogy: A Narrative Inquiry.

PUB DATE- Oct 90
NOTE- 64p.; Paper presented at the Annual Conference on Curriculum Theory and Classroom Practice (12th, Dayton, OH, October 1990); for related document, see SP 032 474.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; *Dialog Journals; Higher Education; *Individual Development; Inservice Teacher Education; Personal Narratives; *Self Evaluation (Individuals); *Student Needs; Summer Programs; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Reflective Teaching

This paper reflects the feelings, efforts, difficulties, and frustrations of an education professor who re-examined his attempts to develop an approach to pedagogy that is autobiographical, dialogical, and collaborative, in which the curriculum is built around students' experiences and centered on student voice. The experiences recounted focus on a course entitled "Advanced Child Development for Teachers," a university requirement for inservice teachers studying for their master's degree. The primary goal of the course was that students would come to terms with the possibility of learning as a constructivist process that includes the active participation of the learner in the process of meaning-making. A second goal was that the teachers become conscious of themselves as teacher-researchers, rather than as passive recipients of received wisdom about pedagogy. The classroom was intended to foster a nurturing environment; the assignments included a reflective dialogue journal. The paper presents excerpts from the journals of both students and professor. The excerpts reveal the difficulties involved in developing a self-reflexive pedagogy and the professor's feelings of failure and inadequacy. (JD)

ED 327 580 TM 016 030

Zemore, Robert; And Others

The Validity and Utility of the Depression Proneness Rating Scale.

PUB DATE- Aug 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (Boston, MA, August 10-14, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; *Depression (Psychology); *Diagnostic Tests; *Factor Structure; Foreign Countries; Higher Education; *Psychological Testing; Sex Differences; Test Construction; Test Reliability; *Test Validity; *Undergraduate Students
IDENTIFIERS- *Depression Proneness Rating Scale

The development of the Depression Proneness Rating Scale (DPRS) and three investigations into its reliability, validity, and factor structure are described. Subjects of all three studies were university undergraduates. The first study (n=100) found a stability coefficient of 0.82 for the DPRS over a test-retest (Time 1-Time 2) interval of 9 weeks. Further, Time-1 DPRS scores predicted Time-2 symptoms of depression independent of Time-1 symptoms. The second study (n=440) found the DPRS to be a better predictor of past depressive episodes than was the Beck Depression Inventory. The third study (n=1,101) found that all 13 items of the DPRS loaded 0.40 or greater on a single factor, and that this factor accounted for 44% of the total variance, more than eight times that of the next closest factor. Separate analyses showed identical factor structures for males and females. Overall, results provide substantial evidence for the DPRS as a valid, unidimensional measure of depression proneness. The DPRS and a 23-item list of references are included. (Author/TJH)

ED 327 595 UD 027 794

The Comprehensive Plan for the Maryland School Performance Program.
Maryland State Dept. of Education, Baltimore.
PUB DATE- Feb 90
NOTE- 33p.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *Decision Making; Educational Improvement; Elementary Secondary Education; Long Range Planning; *Management Information Systems; Program Descriptions; *Program Evaluation; *School Restructuring; State Programs
IDENTIFIERS- *Maryland

This comprehensive statewide plan was developed to revitalize the Maryland educational system on the school, school system, and state levels by 1992. The plan incorporates the following elements: (1) a set of data-based areas that are considered most useful to inform and guide the school's instructional results for each student; (2) a computerized management informational system that collects ongoing results in each data-based area about each student's achievement; (3) greater achievement by each student, emphasizing the thoughtful application of information, processes, and skills; (4) a set of state and local standards so that staffs can analyze the results and make decisions about the school's instructional performance for each student; (5) annual performance reports that identify progress on the data-based areas for the school, the school system, and the state; (6) an operational decision-making process that uses the performance report information and restructures the school's or school system's operations, as needed, to ensure that each student progresses toward the standard of excellence; (7) state and local school systems that provide support to assist staffs to strengthen the school's performance; (8) parents who are involved in assisting students to plan, determine, and monitor appropriate program choices and course selections, and in establishing expected outcomes to be achieved by them; (9) a community that supports the school in its efforts to increase each student's achievement; and (10) an accreditation standard that is earned based upon the school's performance. Three figures illustrate an overview of the program, a schedule of activities, and the personnel and organizational structure. The appendixes include lists of program advisors; consultants; local school system leaders; and a glossary. (FMW)

ED 327 609 UD 027 834

Easton, John Q.; And Others

Local School Council Meetings during the First Year of Chicago School Reform.

Chicago Panel on Public School Policy and Finance, IL.

PUB DATE- Nov 90

NOTE- 58p.

LANGUAGE- English

EDRS-PRICE- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) .

DESCRIPTORS- *Attendance; Decentralization; Educational Change; Elementary Secondary Education; *Local Issues; *Meetings; *Participation; *School Based Management; *School Restructuring; Urban Schools

IDENTIFIERS- *Chicago Public Schools IL; Local School Councils

This study analyzes local school council (LSC) meetings in Chicago (Illinois) during their first year of operation. The Chicago School Reform Act of 1988 created a radical shift in authority from the central bureaucracy to the LSCs, empowering the LSCs to set educational policy and govern schools. The councils hire and evaluate the principal, advise on important issues, including curriculum, textbook selection, and discipline, and approve a school improvement plan and budget. Meetings at eight elementary schools and four high schools were observed for the second half of the school year. The 12 schools are representative of the school system as a whole in terms of racial composition, size, and geographic location. The following summary findings are reported: (1) the average attendance rate for LSC members was 70 percent and attendance varied greatly from one council to another; (2) the average LSC discussed six different topics in each meeting, including the school program, LSC organization, building security and safety, finance, personnel, and parent and community involvement; and (3) discussions about overcrowding, school improvement planning, principal selection and contract, and safety, security, and discipline generated the highest participation by LSC membes. Brief descriptions of the research methodology and 16 tables of statistical data illustrating the characteristics of participating schools and the numbers of LSC meetings observed are appended. (FMW)

ED 327 623 UD 027 884

Louis, Karen Seashore; Miles, Matthew B.

Improving the Urban High School: What Works and Why.

PUB DATE- 90
NOTE- 357p.
LANGUAGE- English
EDRS-PRICE- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Case Studies; Change Strategies; Educational Change; *Educational Improvement; *High Schools; *Leadership; National Surveys; *Organizational Change; *School Organization; *Urban Schools

This study examines the leadership and management skills needed to improve urban high schools. Information was drawn from a national survey of 178 urban high school principals whose schools had been conducting serious improvement efforts for up to 4 years and in-depth case studies of five large high schools in the following urban areas: (1) Boston; (2) New York; (3) New Jersey; (4) Cleveland; and (5) Los Angeles. The following summary findings are discussed in terms of their implications for districts and schools and the issues of will and skill involved in implementation: (1) schools and their districts must be actively engaged with each other, but with few rules and much autonomy for the school to choose goals and strategies; (2) planning should be evolutionary and works best through a cross-role group of people who may not normally work together; (3) a shared vision of what the school is to become is an important feature guiding improvement; (4) from $50,000 to $100,000 annually for several years is needed for serious change efforts; and (5) problems must be confronted actively, promptly, and in depth. Discussions of the research methodology, nine tables of statistical data, and a list of 155 references are appended. (FMW)

ED 327 536 SP 032 869

Rodgers, Robert J.

L.I.T.E. the F.I.R.E. (Learning, Information, Technology, Evolution For Improved, Revitalized, Education).

PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (15th, Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analyses/State-of-the ART Materials (070)
DESCRIPTORS- *Computer Oriented Programs; *Educational Technology; Elementary Secondary Education; *Instructional Design; Instructional Innovation; *Multimedia Instruction; *Program Costs; *Technological Advancement

This paper discusses changes in educational content and methodology brought about in response to the needs of the present technology-driven information age. The use of word processing, databases, and spreadsheets is explained in relation to the promotion of higher order thinking skills. The increased amount and graphic nature of information as well as the increased role of the media center are discussed. The proper infusion of technology into education is seen as a slow evolutionary process for the following reasons: (1) the development of technology itself is an evolutionary process; (2) the cost of technology overburdens educational budgets; and (3) it takes time to implement programs and provide inservice. Nine strategies to overcome the obstacle of costs are listed. Because this is a technological age, new or revised curricula should include the use of appropriate technology that will help students learn how to learn. (JD)

ED 327 566 TM 015 996

Facione, Peter A.
The California Critical Thinking Skills Test--College Level.
Technical Report #4. Interpreting the CCTST, Group Norms, and
Sub-Scores.
PUB DATE- 90
NOTE- 19p.; For reports 1-3, see TM 015 818-819 and ED 326 584.
LANGUAGE- English
EDRS-PRICE- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) .
DESCRIPTORS- Cognitive Tests; *College Students; *Critical Thinking;
Deduction; General Education; Higher Education; Induction;
Inferences; *Multiple Choice Tests; *Norms; Pretests Posttests;
*Scores; Standardized Tests; *Test Interpretation; Thinking Skills
IDENTIFIERS- *California Critical Thinking Skills Test (College);
Percentile Ranks; Subtests

Group norms are provided for the California Critical Thinking Skills Test (CCTST)--College Level, a standardized 34-item multiple-choice test designed to assess the core critical thinking skills associated with baccalaureate general education. The CCTST offers three subtests conceptualized in terms of a national Delphi study on critical thinking. These three subtests--analysis, evaluation, and inference--correlate strongly with each other and the overall CCTST when used as either a pretest or posttest. Subtests are also offered based on the more traditional division of reasoning into "deductive reasoning" and "inductive reasoning." These latter two subtests also correlate strongly with each other and the overall CCTST when used as either a pretest or posttest. Statistical analyses, correlations, and recommended percentile rankings for raw scores are presented in nine tables. These norms were developed on the basis of analyses of 1,673 test forms for representative samples of college students at a comprehensive urban state university during the 1989-90 school year. (SLD)

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